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ABSTRACT

This report is based on the second survey in the National Education Longitudinal Study of 1988 series (NELS:88). Data are from a questionnaire administered to 20,706 tenth graders and dropouts in 1990. The study design resulted in a sample representative of tenth graders across the country. The wealth of NELS:88 data makes it difficult to organize and summarize the findings. Overall, the main variables examined (ethnicity, socioeconomic status, family type, sex of student, urbanicity, region, and former 4-H participation) showed little difference for more than three-fourths of the items examined. Ethnicity and family type were the two variables showing the most difference, followed by socioeconomic status. The differences found among tenth graders, while sometimes substantial, were rarely traceable primarily to a demographic characteristic. Areas of concern are: (1) the percent of tenth graders with high occupational aspirations whose educational programs were not consistent with their expectations; (2) the percent using substances; and (3) the percent who had difficulty with the tests included in the study. (SLD)

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GETTING ACQUAINTED WITH U.S. TENTH GRADERS:

IMPLICATIONS FOR NONSCHOOL PROGRAMS

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NOVEMBER 1994

DEPARTMENT OF CONTINUING AND VOCATIONAL EDUCATION
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It was possible to do the study because the Department of Education makes tapes of the data available at low cost to researchers throughout the country. Sara Steele is a Professor in the Department of Continuing and Vocational Education and a Program Development and Evaluation Specialist with Cooperative Extension. The other authors are doctoral candidates in the Department of Continuing and Vocational Education, UW-Madison.

EXECUTIVE SUMMARY

This report is based upon the second survey in the NELS:88 study. The National Education Longitudinal Study of 1988 (NELS:88) is the third in a series of longitudinal studies commissioned by the U.S. Department of Education National Center for Education Statistics and was conducted by the National Opinion Research Center (NORC) - a social science research center at the University of Chicago. The data are from a questionnaire administered to 20,706 tenth graders and dropouts in 1990. The study design resulted in a sample representative of tenth graders across the country.

The tenth grade NELS survey contains such a wealth of data that it is difficult to organize and summarize it. This is a summary of the longer summary that appears in part II. The findings are divided into three main areas: the tenth grader, family characteristics and relationships, and tenth graders and school. Additional sections dealt with analysis related to variables and comparison with the eighth grade.

PART A: THE TENTH GRADER

The section on the tenth grader is divided into the following areas: characteristics, views of self, self and peers, life skill development activities, social concerns, and looking to the future.

- There was a great range in terms of the family backgrounds of the tenth graders in the sample even though a large percentage lived in a suburban area of a metropolitan county, lived in the South, were 16 or 17 years of age, were of European American heritage, lived with both parents, had parents where both were employed, and did not speak a language other than English. The education completed by their parents, in particular, showed a great range.

- The majority of eighth graders had positive concepts about themselves including high self-concepts, thinking they were well-regarded by their peers, and that they had sufficient control over their lives.

- Most indicated that they had friends and were comfortable both with their own sex and individuals of the other sex. There was considerable variation in how they thought their friends viewed various activities. The greatest concensus was in thinking that finishing high school was important.

- Three-fourths of the tenth graders took part in at least one school extracurricular activity. Almost half took part in sports at school. Slightly more than half took part in a school club or other activity. Tenth graders scattered in terms of participating in nonschool activities other than social interaction with friends and doing things with parents. Somewhat more than two-thirds spent part of their free time in a sports activity. Three-fourths took part in one of the solo activities - reading, hobbies, using a computer; a third took a nonschool lesson or class.

- Almost three-fourths thought of themselves as at least somewhat religious. About two-fifths said they attended church at least twice a month. The largest percentages, about a fourth, were Catholic or Baptist.

- Three-fifths had worked for pay at some time of their life. Over a fourth were working during the school year.

- About one teen in twenty had run away from home at least once in the first two years of high school. For the majority, sex and marriage were no longer linked. Alcohol was the most frequently used and abused harmful substance. Over two-thirds had had at least one drink of alcohol in the year prior to the study. One in five said they smoked cigarettes. Somewhat more than one in ten had used marijuana. Less than one in five had used cocaine. Most said they had been exposed to educational sessions about these areas of behavior.

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- As they looked to the future, finding and being successful in work, having strong friendships, finding the right person to marry, and giving their own children better opportuniies were very important to tenth graders. Most felt there was at least a fifty-fifty chance that positive things would happen in their future.

PART B: FAMILY CHARACTERISTICS AND RELATIONSHIPS

- Almost all of the tenth graders had an adult female and most had an adult male in a parental role in their households. Most had at least one brother or sister. Less than one in ten had a grandparent or other relative living with them. A few households included the teen's new family.

- Somewhat more than one tenth grader in ten lived with one original parent and a stepparent. About two in ten lived only with one parent, usually, but not always their mother. Most of the few who were living with someone other than a parent lived with a relative.

- Many, over six out of ten tenth graders, had experienced at least one of 19 potentially traumatic or disruptive events during the past two years. Death or illness of a family member, moving into a new home, mother going to work, and changing marital status of parents were the only single events that more than 10% said they had experienced in the previous two years.

- There was considerable diversity in how tenth graders saw relationships with their families. Somewhat less than one in ten said they did not like their parents very much and somewhat more than one in ten said they did not get along well with their parents. About one in four said they could not get along with a step or foster parent. More than one in ten said that their parents did not get along with each other.

- There was considerable variation in the extent to which tenth graders said their parents monitored their activities. Parents were most likely to require the tenth grader to help around the home and least likely to limit the amount of time spent watching television or playing video games. Parents differed in the extent to which they tried to know about their tenth grader's activities. Parents appeared to be most concerned about the night activities of their tenth graders.

- Relatively few tenth graders felt that they and their parents jointly made decisions about what the tenth grader could do, although many chose the response that indicated that either they or their parent(s) made the decision after discussion. Very few tenth graders saw their parents as arbitrarily making decisions for them without at least discussing the decision with the tenth grader. However, over a third said that their parent(s) alone made the decision about the age at which the tenth grader could leave school and how late they could stay out.

- Most tenth graders had talked to their parent(s) occasionally about school related topics. Grades was the topic about which the highest percent said they frequently talked with their parents and the lowest percent said they never did so.

- Over twice as many parents of tenth graders had received warnings from the school about grades as about behavior. Tenth graders were most likely to say their parents had been in contact with the school through speaking with one of their teachers or their counselor. Parents had been least likely to have volunteered.

PART C: TENTH GRADERS AND SCHOOL

- Even though most American jobs require specialized training, only somewhat more than one in ten were in vocational programs and a third in college preparatory courses. The largest number, more than two in five, were in a general program. Over a fourth were in advanced placement programs. Somewhat less than one in five were in a special language or bicultural program. A few, about two percent, were in a dropout program or a program for those who were educationally or physically challenged.

- Most tenth graders thought that getting good grades was important. Students were more likely to recall getting A and B grades than they were C or lower. Differences related to the variables were greater in the NELS tests which were given as part of the study, than in relation to grades assigned by the teacher. Ethnicity (30 percentage points or more across ethnic groups), socio-economic status (30 percentage points or more across socio-economic status quartiles), family type (20 percentage points or more), and region (10 percentage points or more) consistently showed substantial differences in relation to how the tenth graders scored on the NELS tests. In addition to scores on tests, the NELS study team developed proficiency scores in Math and in Reading for each student. About one in ten tenth graders were judged as being below level in Math and one in ten were judged below level in Reading.

- Slightly more than half of the tenth graders, 53%, said that they had received some kind of recognition during the first half of the school year. The most frequently indicated kind of recognition came for good grades which was indicated by one-third of the respondents. The least frequently indicated was receiving a community service award, 4%.

- The tenth graders were most likely to have had something stolen at school, about two in five, and least likely to have been offered drugs or been in a physical fight, about one in five. About a fourth had been threatened with harm.

- One inappropriate behavior was indicated much more frequently than others. Over three-fourths said they had been late at least once during the first half of the school year. The next most frequent poor behaviors were getting into trouble for not following school rules and cutting classes. Almost one out of ten had an in-school suspension and a few had been arrested the previous semester.

- The majority of tenth graders spent less one hour per day on homework outside of school. Over a third did little or no homework in school. Almost two-thirds said they did not have a study hall at school. However, even with the little time spent on homework, only about a fifth said they went to class without their homework done.

- In 1990, of the original 1988 sample, 89% in tenth grade, 4% in another grade, and 7% not in school. In addition to the 7% who were known not to be in same school system at the time of the survey, 1% of the others had dropped out at least once before but had returned to school. Three percent dropped out during the spring term of 1989; 2% dropped out during the fall of 1989; and 2% dropped out during the spring of 1990 before the survey was taken.

- There was a good deal of diversity in the characteristics of dropouts. Although some characteristics such as being old for one's grade showed higher proportions of dropouts, some youth with each of the study variables dropped out of school. Both boys, 11%, and girls, 10%, dropped out of school. Although youth from backgrounds other than European American were more likely to have dropped out of school, European Americans accounted for a high percentage of the dropouts. Those from lower socio-economic status families were more likely to have dropped out than were others. Proficiency in language did not seem to be a factor in whether or not a student had dropped out of school.

- A career-focused school program, school proficiency and ability to cope with tests seemed to be factors related to whether a student left school. Among the dropouts 66% were in the general program, 6% in a vocational program, and 1% in a college preparatory program. Although some of the boys and girls who dropped out showed excellent ability on the NELS tests, many did not do well and showed problems in reading and/or math proficiency. Although slightly more students with a low self-concept than with a high self-concept dropped out of school, both groups were found. Dropouts included both those with internal and those with external loci of control. However, those with low scores (more externally controlled) were more likely to drop out than were those with high scores. There did not seem to be substantial differences between the hourly earnings of the dropouts and those who had worked part time while they were in school.

- All except 2% of the tenth graders said they thought they would graduate from high school. Most were very sure they would do so. Most thought they would graduate in two more years. Most tenth graders thought they would continue their education after high school. About three-fifths were very sure they would continue. Almost four-fifths of the tenth graders expected to complete at least two years of schooling beyond high school. Over half expected to graduate from college, and within that total, more than one in ten expected to earn a master's degree or equivalent and more than one in ten expected to earn a doctorate or equivalent. About three-fifths of the tenth graders expected to go on to college right after high school. Some expected to wait a year or more, and some didn't know when they would go to college. Most tenth graders thought their parents wanted them to graduate from high school and to continue their schooling beyond high school. Over half thought their parents expected them to complete college. Somewhat more than a third thought their friends expected them to go to college. Over half thought the school counselor or a favorite teacher expected them to do so.

- Over half of the respondents indicated that availability of specific courses, academic reputation, and availability of financial aid were very important in their choice of a college. Religious environment and being able to live at home, each rated very important by one in ten, were the least important. Less than half said that a low crime environment was an important factor.

- About a fifth did not know what they expected to do immediately after high school. Less than one in ten said they were not planning to work right after high school. One in ten mentioned each of the three most frequently indicated occupations: clerical, military, and professional. Although there were varied responses in terms of occupation at age thirty, the largest number, four out of five, expected to be in some kind of professional position. This would be consistent with the large percent that expected to graduate from college.

- Although some saw little difference between their experiences in eighth and in ninth grade, almost three-fourths thought the courses were harder. Over half thought that teachers were stricter, and school rules were more strictly enforced. Only about one-fifth said it was harder to make friends or that they felt more alone their freshman year.

- Almost all of the students gave help in getting a job as the main reason they went to school. The next most frequent response, more than four out of five, was a place to meet friends. Many students said they went to school because they got a feeling of satisfaction from doing what they were supposed to in class, and thought the subjects they were taking were interesting and challenging. Teachers caring and expecting them to succeed was indicated by almost three-fourths of the tenth graders with 15% strongly agreeing with the statement. Somewhat less than a third said that they went to school because they had nothing better to do.

- Although most tenth graders thought their friends saw completing high school as very important, only about half thought their friends saw attending classes regularly, continuing education beyond high school and getting good grades as very important and only something over a third said their friends thought studying was very important.

- Most tenth graders thought the following behaviors as never okay: use drugs at school; abuse teachers physically; steal from school, students, or teachers; drink alcohol on the school grounds; destroy school property; or bring weapons to school. At the other extreme, more than half said it was okay at least rarely to talk back to teachers, copy someone else's work, and be late for school. Most tenth graders thought it was okay to work hard for good grades, ask challenging questions, solve problems using new and original ideas, and help other students with their schoolwork.

- Most students saw their school as a place where people got along well with each other and that teaching was good. Over three-fourths of the tenth graders agreed that students made friends across ethnic lines, teaching was good, and teachers were interested in students. Even though most thought that teaching was good, some felt teachers were not interested in them, did not praise them enough, or put them down. Even though students thought that students got along well together, many said that other students often disrupted class and 40% said that the disruption affected their learning. Although about half said that students got by with misbehaving, seven out of ten said that discipline was fair and two-thirds thought their school had strict rules. Most felt there was a good spirit at school and very few thought their school was unsafe.

- Although both parochial and private schools were represented, four out of five students in this survey attended public schools. There was considerable variation in class and school size. About one in three attended a school with fewer than 300 tenth graders. Somewhat more than one in ten attended a school with more than 550 tenth graders. The average (mean) total school enrollment was between 1,000 and 1,199 students. About one in ten tenth graders attended a school with fewer than 400 students. About one in twenty attended a school with 2,500 or more students enrolled.

- There was considerable diversity in the courses that tenth graders had taken since they entered high school. Almost all had taken one or more English, science, mathematics, and history courses. Almost two-thirds had taken a foreign language course. Fewer had taken other humanities courses. Most had taken physical education courses. Almost half had taken a typing or word processing course. About a fourth had taken one or more other vocational or technical courses. Relatively few, less than 10%, had taken advanced or specialized courses.

- Three-fourths said they used calculators in mathematics classes. Somewhat less than a third said that they often used story problems in math classes. About a fourth said they often had to orally explain their mathematics work to the class. More than three-fifths said that they rarely or never did the following things in mathematics classes: use computer in math class, use books other than texts, or use materials or models.

- The majority of tenth graders primarily saw mathematics, science,and vocational classes emphasizing facts, steps, and rules. About equal percentages saw science and vocational classes and considerably more saw math classes emphasizing problem solving. About three-fifths felt that the three subjects emphasized the importance of math and science in everyday life.

- About three-fifths thought their science teacher and three-fourths thought their math teacher gave them at least moderate help in preparing for further studies in science or math. At least three-fifths, said that both mathematics and science teachers gave at least moderate emphasis to trying to increase interest in these subjects. About three-fourths of the students thought vocational classes put at least moderate emphasis on skills that were immediately usable. Three out of five recognized that there was at least a moderate emphasis on the role of science and math in work and how ideas from these two fields were involved in the manipulation of physical objects.

PART D: SUMMARY OF ANALYSIS ACROSS GROUPS

Which variables showed the most difference in how tenth graders responded to questions? Which subjects showed the greatest differences?

OVERVIEW

- In total, the six main variables examined in this study, ethnicity, socio-economic status, family type, sex of student, urbanicity, and region and aan additional variable, former 4-H participation, showed little difference for more than three-fourths of the items examined.

- Ethnicity and family type were clearly the two variables showing the most difference, followed by socio-economic status. Location as indicated by region and urbanicity seldom made a substantial difference in responses. Sex of student also showed few substantial differences. Ethnicity and family type did not always show the same percentages of substantial differences for each cluster and area. However, often they were higher than other variables. When family type, ethnicity, and socio-economic status were cross tabbed against each other, it was apparent that the three are closely but not completely interrelated.

MAJOR CONCLUSIONS

- Although there were substantial differences among tenth graders, these differences were seldom traceable primarily to a demongraphic characteristic. There appears to have been considerable homogenization across such variables of as place of residence, sex, and, to a lesser degree, ethicity and socio-economic status.

- Many tenth graders were quite comfortable with themselves, their families, and their schools. Some, however, were experiencing problems.

- Three areas which may be of special concern are the percent of tenth graders who had high future occupation aspirations and who were attending school primarily to get a job, but who were not in a school program likely to help them achieve those aspirations; the percent who were using substances; and the percent who had difficulty with the tests included in the study

Discussion related to specific findings is included in the last section of this report.

PART I:
INTRODUCTION

What are tenth graders like? What are they experiencing at school? at home? What do they expect in their futures? How do they spend their leisure time? How similar are they nationwide? To what extent do demographic differences affect school and personal life? Answers to these questions and others are available from a national study of tenth graders conducted by the Department of Education.

DATA SOURCE

This report is based upon the second survey in the NELS:88 study. The National Education Longitudinal Study of 1988 (NELS:88) is the third in a series of longitudinal studies commissioned by the U.S. Department of Education National Center for Education Statistics and was conducted by the National Opinion Research Center (NORC) - A Social Science Research Center at the University of Chicago.

Purpose. The NELS:88 study is designed to provide trend data about critical transitions experienced by students as they leave elementary or middle school and progress through high school and into college or their careers. Emphasis is placed on student learning, early and late predictors of dropping out, and school effects of students' access to programs and equal opportunity to learn. Underlying this study is a central theme that education in America must be understood as a lifelong process enmeshed in a complex social context.

The eighth grade survey was the base year (1988) of this study. This report is from the 1990 survey when they were tenth graders. They were also surveyed in 1992 when the students were in the twelfth grade. The sample will be surveyed again in 1994 and 1996.

Sample. The NELS:88 study used a two-stage stratified probability design to select a nationally representative sample of schools and students. The first stage selected 1052 participating schools from about 39,000 eligible public and private schools with eighth grades. Some schools such as overseas military schools and those operated by the Bureau of Indian Affairs were excluded from the sample. The second sampling stage produced a random selection of 24,599 eighth grade students from these schools. The eighth grade sample represented the estimated 3,008,080 eighth graders who were in school in 1988. Hispanic and Asian or Pacific Islander students were oversampled to provide an adequate sample size for special analysis.

Adjustment of the Sample for Tenth Grade Data Collection. The fact that the 1990 data collection had two purposes - 1) cohort, following the same group over time and 2) cross-sectional, providing a valid probability sample of students enrolled in the tenth grade - resulted in changes in the sample. The sample of those for whom eighth grade data was available was reduced by natural means (death or leaving the United states) and subsampling. The sample was "freshened" for cross-sectional purposes by adding tenth graders from those schools attended by the eighth grade sample members. Again careful sampling procedures were used. See the National Center for Educational Statistics 1992 user's manual for details. The sample adjustment resulted in a final sample of 20,706 tenth graders and dropouts since the eighth grade. We have used the weights given to carry the sample to the total population.

Tenth Grade Survey. The user manual for the tenth grade survey lists the following content categories in the 1990 student survey: home characteristics; family and friends; work status; opinions, attitudes and values; school atmosphere; school work; school performance; special programs; after-school activities; educational and occupational life goals. A large proportion of the tenth grade survey was given to school experiences, including detailed information about activities in English, mathematics, science, and social study classes. Some questions were also included about vocational classes. Several of the questions from the eighth grade study were repeated including those on perceptions of self. New questions were asked about use of leisure time and things that had happened in their families.

THE EXTENSION NELS:88 STUDY

Purpose. The Extension NELS study, which began during the summer of 1991, is designed to communicate findings from the NELS data to Extension personnel and to identify implications for nonschool programs for teens, parenting programs, and programs for those interested in helping community institutions be more effective with younger teens.

The reports from the eighth grade surveys were as follows.

Steele, S. M.; Miller, T. F.; Rai, K.; Appel, M.; and Jensen, R. **Getting Acquainted With U.S. Eighth Graders: Implications for Nonschool Programs.** Department of Continuing and Vocational Education, University of Wisconsin-Madison, 1993.

Steele, Sara M., Thomas F. Miller and Kalyani Rai, **Nationwide Participation in 4-H During the 1980's,** Department of Continuing and Vocational Education; University of Wisconsin-Madison, July, 1993.

Initiating Advisory Committee. The study was advised at its initiation by a five-member committee which met in Washington, D. C., in August 1991 to launch the study. The members included Karen Pittman, Academy for Educational Development; Sue Fisher, Florida Extension; Emma Lou Norland, Ohio State University; Al Beaton, Boston College; and Jeff Miller, Community Cares Project, National 4-H Council and George Mayeske, the ES/USDA Project Officer. The panel selected and prioritized the topics they thought would be of most value. The committee was not consulted during this second phase of the study. The analysis followed the pattern established for the first phase.

Funding. Phase I of the Extension NELS study was funded under Cooperative Agreement No. 91-EXCA-2-0135 between the Cooperative Extension Service, University of Wisconsin and Cooperative Extension, United States Department of Agriculture. Phase II, which began in 1993, was funded by the Kellogg Foundation through the Community Cares Project of the National 4-H Council and University of Wisconsin Cooperative Extension.

Analysis. The team working with the tenth grade data examined almost all of the questions in the survey first in terms of the main findings for each question. Secondly, we ran chi-square tables examining responses to each question according to six variables: ethnicity, socio-economic status, family type, sex of student, region and urbanicity. Because of the initial interest by 4-H and the funding from 4-H, responses were also examined in relation to participation in 4-H before or in the eighth grade. However, because the NELS data do not give information about the intensiveness or extensiveness of the 4-H data, there is a possibility that differences are related to differences in who took part rather than to a relationship between the topic and 4-H participation.

We looked at the range across sub groups for each of the variables and used a ten percentage point difference as an arbitrarily defining a point where we thought difference was great enough to point out to readers. Our primary analytical purpose is that of determining the extent to which tenth graders are similar or different when standard demographic variables are examined. The main orientation of this analysis, however, is not that of emphasizing differences, but of helping the reader see that differences among tenth graders seldom are explained by demographic characteristics. A second purpose is that of helping readers interested in youth with specific characteristics (such as African American, girls, or those from the central city) to see whether the subgroup differed from other subgroups substantially in their responses.

ORGANIZATION OF THIS REPORT

The tenth grade NELS:88 survey provided even more information than did the eighth grade study. It is difficult to organize it in a way that will suit users who want different degrees of detail. The report is even more complex because we are trying to share two kinds of information with you: 1) the "face responses" or responses to a variety of questions by the whole group of respondents 2) range in percentages when examined by key demographic variables. We have organized the report in this way to assist those readers who want some information in all areas and those who want detailed information in a few areas.

Section I: INTRODUCTION. This first section introduces the study.

Part II: OVERVIEW. The second section has two parts. First there is a narrative summary, Part A. Page numbers in parentheses will guide you to more detail in later sections. Second, there is a listing of the lead findings that are emphasized in Section III, Part B.

Section III: SPECIFIC FINDINGS. The third section gives detail on each of the major findings including tables showing the variables which yielded a difference across ranges of 10 or more percentage points.

WHERE TO START

This report is too complex to try to read from cover to cover. We suggest that you concentrate on the Summary in Section II. Refer to Section B of Part II and Part III only for those things where you want more information. Pages are numbered separately for ease in referring across the document.

CAUTION

We realize that some readers are looking for general statements about areas where differences do or do not exist related to a specific topic of the survey. For simplicity's sake, we have used such statements in this report. However, as we worked with the data, we soon found that simple statements of difference were often misleading because, regardless of the fact that differences existed among nine groups, a fairly sizeable percentage of each group held the trait that we were examining. For example, although when compared with European Americans, a disproportionate percentage of Asian American and and Hispanic American tenth graders' families were in the lowest socio-economic quartile, it is important to remember that a percentage of those ethnic groups also was in the highest quartile.

PART II: OVERVIEW

This part of the report has two sections. First you will find a narrative summary. Then you will find a list of the major findings which are highlighted in Part III. The numbers in parentheses beside a subheading indicate the pages where more information can be found. The prefix 2 refers to the List of Findings; 3 refers to Part III.

SUMMARY

The NELS tenth grade survey covered a wide range of topics and produced a great many findings. We have divided those findings into three sections: The Tenth Grader, Family Characteristics and Relationships, and Tenth Graders and School. The fourth section presents analysis related to variables. This summary provides more information than the Executive Summary but less than Part III.

PART A: The Tenth Grader

The section on the tenth grader is divided into the following areas: characteristics, views of self, self and peers, life skill development activities, social concerns, and looking to the future.

CHARACTERISTICS OF TENTH GRADERS

The report starts with certain characteristics of tenth graders.

LOCATION (2-37) (3-5)

It is clear from the data that families with high school age children, like most of the population, are most frequently found in metropolitan areas. Three out of four of the tenth graders' schools were in metropolitan areas, but not in the central city. The smallest percent of tenth graders, one in five, lived in the Northeastern region, and the largest percent, over one-third, lived in the Southern Region.

PERSONAL CHARACTERISTICS (2-37) (3-5)

The sample was about equally made up of boys and girls. Most tenth graders were 16 or 17 years of age. More tenth graders, 6%, were 18 or older than were under 16, 1%.

Socio-Economic Status (2-37) (3-6)

Socio-economic status (SES) was divided into quartiles by the original NELS study team. Parents' education and occupation are part of the socio-economic status index. There was considerable range in the amount of schooling that the parents of the tenth graders had completed. More than one in ten had at least one parent with a graduate degree. At the other extreme, one in ten tenth graders had parents who had not completed high school. Most, 87% of the mothers and 91% of the fathers were employed at the time of the survey. There was a great variation in occupations. The occupations in which 10% or more of the tenth graders' mothers were engaged were as follows: teacher, 23%, and clerical, 22%. The occupations of 10% or more of the fathers included: operative, 21%, and craftsperson, 15%. Over one in four of the mothers and about one in five of the fathers held a professional position. Less than two percent were farmers.

Ethnicity (2-37) (3-6)

The ethnic heritage of the 1990 tenth graders provide a snapshot of the ethnic diversity that is emerging among United States families. Seven out of ten tenth graders were European Americans. About one in ten was Hispanic American, and slightly more than one in ten was African American. Somewhat less than one in twenty was Asian American and one in one hundred was Native American.

Almost two-thirds of the Hispanic American tenth graders were of Mexican, Mexican-American, or Chicano heritage. One in five of the Asian American tenth graders was of Filipino heritage. Somewhat less than one in five was of Chinese heritage.

There was a marked difference in socio-economic status according to ethnic background. The range in percent in the lowest socio-economic status quartile was from 16% of the Asian Americans to 53% of the Hispanic Americans. The range in the highest quartile was from 7% of Native Americans to 35% of Asian Americans.

All ethnic groups were found in the three urbanicity groups. However, the range in percent living in suburban areas (metropolitan not central city) was from 42% of African Americans to 60% of European Americans. There was substantial difference across regions in the distribution of ethnic groups with 50% of the Asian-American and 44% of the Hispanic-American tenth graders living in the Western region and 64% of the African-American tenth graders living in the South.

Family Type (2-37) (3-8)

Somewhat less than two-thirds of American tenth graders live with both of their original birth or adoptive parents. Slightly under 15% lived with one parent and a stepparent. About one in five lived with only one parent. A few, 2%, lived with someone other than a parent. From 37% of African-American to 80% of Asian-American tenth graders were living with both birth or adoptive parents. The percent only living with their mother ranged from 2% of Asian Americans to 39% of African Americans. About a third of those living with their father but not with their birth or adoptive mother were facing adjustment to a relatively new marital situation on the part of their parents.

Most of those who were living with someone other than their parents lived with one or more grandparents or one or more other adult relatives. Among those who indicated they were living with someone other than a parent, 45%, indicated that one or more grandparents were in their household (9% one; 35% two). Over half, 54%, indicated living with another relative over 18 (35% one; 18% two; 10% three; 1% four).

The range in percent of family types in the lowest socio-economic status quartile was from 19% of those living with both parents to 39% of those living with someone other than either parent (mother only, 34%). The range in the highest socio-economic status quartile was from 12% of those living with someone other than a parent to 32% of those living with both parents (mother only 14%).

There was considerable less variation by location of family types. Over half of each family type lived in the suburbs. The range in the percent living in the central city was from 21% of those living with their father only to 36% of those living with their mother only. A disproportionate number of mother-only families were in the South.

LANGUAGE (2-38) (3-11)

Approximately one-fifth of the tenth graders lived in a home where a language other than English was spoken. The range was from 7% of European American to 76% of Asian-American and 82% of Hispanic-American tenth graders. Among those from a second language home, only somewhat more than half indicated that the language was Spanish. A wide variety of languages were listed including French, Italian, German, and Polish.

For slightly over half, the other language had been the first learned language and one in which the tenth graders considered themselves to be fluent. English, however, was used in half of the homes when the tenth graders discussed homework or other school work with their parents. Among those who indicated another language, the percentages saying they handled it well or very well were as follows: understand it, 90%; speak it, 82 %; read it 62%; write it, 53%.

Overall, about one in five, 21%, of the comparisons about language yielded substantial differences across ranges. All of the variables showed at least one substantial difference. The percent of the 16 comparisons per variable that yielded differences of ten percent or more were as follows: ethnicity, 55%; family type, 55%; socio-economic status, 34%; region, 18%; sex of student, 8%; and urbanicity, 5%.

VIEWS OF SELF

The NELS survey included questions on self-concept, how they thought others saw them, and locus of control.

SELF-CONCEPT (2-38) (3-14)

Most tenth graders had strong self-concepts. Around 90% felt good about themselves, thought they were a person of worth, were satisfied with themselves, and felt they could do as well as others. However, only from about a fourth to a third strongly agreed with these statements.

Even though most had strong self-concepts, some had problems. About a third felt useless at times or sometimes felt they were no good. About one in five said they had little of which to be proud. One in five indicated that they felt emotionally empty most of the time.

When the statements were combined into a self-concept index and the group divided into quartiles, African-American tenth graders showed the highest percent in the highest quartile and the lowest percent in the lowest quartile.

Overall, about a fifth, 21%, of the comparisons on self-concept yielded substantial differences across ranges. The percent of the 18 comparisons per variable that yielded differences of ten percent or more were as follows: ethnicity, 50%; family type, 50%; socio-economic status, 11%; sex of student, 11%; and region, 13%. Urbanicity did not show any substantial differences.

PERCEPTION OF OTHER STUDENTS' VIEWS (2-39) (3-19)

When tenth graders were given eight descriptors and asked to indicate the extent to which other students saw them as meeting the description, most chose to say that others saw them as somewhat meeting the descriptor rather than saying others saw them as very like the descriptor. The highest percent saying very, 29%, appeared in terms of others seeing them as a good student. The smallest percent saying very, 4%, appeared in relation to the descriptor of not fitting any group.

On the other hand, the highest percent saying that others did not see them like the descriptor was 80% not fitting any group, followed by trouble maker, 71%, and athletic, 34%. The lowest percent indicating not was 8% in terms of being a good student.

Half thought others saw them as somewhat important. Two in ten thought they were seen as being very important and one in ten thought others saw them as not important. Somewhat more thought they were not seen as popular as thought they were seen as very popular. The majority, seven out of ten, thought others saw them as somewhat popular.

Overall, a fifth, 20%, of the comparisons in this section yielded substantial differences across ranges. The percent of the 16 comparisons per variable that yielded differences of ten percent or more were as follows: ethnicity, 44%; family type, 38%; socio-economic status, 19%; and sex of student, 19%. Region and urbanicity did not show any substantial differences.

CONTROL OF LIVES (2-40) (3-24)

The questions related to control over their own lives were drawn from instruments which defined external control as the influence of luck or chance rather than the control of other people. The majority saw themselves as controlling their own lives. Most teens, from three-fourths to nine out of ten, did not see chance and luck as playing a major role in their lives. Three-fourth felt they had enough control over their own lives.

Most tenth graders said they could make their plans work. About a fourth said that something or someone stopped them when they tried to get ahead; a fifth felt that their plans did not work out, but eight out of ten said that their plans usually worked out.

When the responses were combined into a locus of control index and divided into quartiles, socio-economic status appeared to make a difference in how some tenth graders responded.

Somewhat more than one in ten, 14%, of the comparisons yielded substantial differences across ranges. The percent of the 14 comparisons per variable that yielded differences of ten percent or more were as follows: ethnicity, 21%; family type, 43%; and socio-economic status, 21%. Sex of student, region, and urbanicity did not show any substantial differences.

SELF AND PEERS

Several questions in the NELS survey probed tenth graders views of how they got along with others.

CURRENT FRIENDS AND COMPANIONS (2-40) (3-28)

Although teens make new friends as they progress through school, most, almost nine out of ten, kept some of the friends they had in eighth grade. The majority said they spent most of their time with 16-17 year olds. About a third indicated someone 14-15, and almost as many, 30%, indicated someone 18-19. Most, four out of five of the tenth graders, felt that they had good friends of their own sex.

Overall, a fourth of the comparisons in this section, 25%, yielded substantial differences. The percent of the 10 comparisons per variable that yielded substantial differences were as follows: family type, 70%; ethnicity, 40%; and socio-economic status, 40%. Sex of student, region, and urbanicity did not show any substantial differences.

EASE OF RELATING TO OWN AND OPPOSITE SEX (2-40) (3-29)

If tenth graders felt they were having difficulty getting along with others, few admitted it in the several questions which probed at how well tenth graders thought they related to others. About half thought they got a lot of attention from the opposite sex. Most thought they made friends easily with both boys and girls. Most tenth graders did not feel it was difficult for them to make friends with their own sex. Nor did they feel it was hard to get along with girls or boys. Less than 10% indicated difficulties.

Overall, a fifth of the comparisons, 22%, yielded substantial differences. The percent of the 16 comparisons per variable that yielded differences of ten percentage points or more across ranges were as follows: ethnicity, 56%; family type, 44%; and socio-economic status, 31%. Sex of student, region, and urbanicity did not show any substantial differences.

PEERS' VIEWS OF IMPORTANCE (2-41) (3-32)

There was considerable variation in terms of the percent of respondents in regard to their view of the importance their friends gave to various activities. The greatest consensus came in terms of friends thinking finishing high school as being very important, and not thinking volunteering and religious activity were very important.

About half of the teens said that their friends thought being popular was somewhat important and about half thought that having a steady was somewhat important. Only about a third thought their friends saw these two social characteristics as being very important.

The variables examined in this study appeared to make little difference in views of what peers thought was important. Overall, a tenth of the comparisons, 13%, yielded substantial differences. The only variables yielding substantial differences in the four comparisons per variable were family type, 25%, and ethnicity, 25%.

MOST ADMIRED PERSON (2-41) (3-34)

The five characteristics that most of the tenth graders selected as describing the person they most admired were honesty, understanding the respondent, intelligent, dresses well, and thinks the way the respondent does. The three characteristics indicated by less than a third of the tenth graders were making a lot of money, having a good job, and driving a nice car. Most tenth graders chose a friend or relative as their most admired person rather than some more remote person like a television or sports star. Almost three-fifths chose someone 16-19. Almost one in ten said they did not admire anyone and did not check any of the characteristics.

Overall, about a fifth of the comparisons, 19%, yielded substantial differences. The percent of the 18 comparisons per variable that yielded differences of ten percentage points or more across ranges were as follows: ethnicity, 56%; family type, 22%; socio-economic status, 22%; sex of student, 17%; and region, 6%. Urbanicity did not show any substantial differences.

LIFE SKILL DEVELOPMENT ACTIVITIES

In addition to school and family, extra curricular school activities and community and social activities help teens develop skills they will use throughout their lives.

EXTRACURRICULAR ACTIVITIES (2-42) (3-37)

Most schools had a wide variety of extracurricular activities available to tenth graders. Basketball and yearbooks or newspapers were most available.

Overall, about one in five, 17%, of the comparisons on access yielded substantial differences. The percentages on the 18 comparisons per variable were as follows: urbanicity, 39%; region, 33%; ethnicity, 17%; family type, 6%; and socio-economic status, 6%. It is to be noted that sex of student showed no differences related to availability of various extracurriculuar activities at the school attended.

Three-fourths of the tenth graders took part in at least one activity. The average student took part in either one or two school activities. Almost half took part in some sport at school. The most frequently indicated team sport was basketball with one tenth grader out of five saying they took part. One in four took part in one of the individual sports such as track.

Slightly more than half took part in an activity other than sports. About a fourth took part in two or more activities other than sports. There was considerable variation in the activities selected; ranging from 3% taking part in pom-pom or drill team to 30% taking part in some school club. Those tenth graders who took part in extracurricular activities at school usually spent from one to four hours per week.

Overall, about a fourth of the comparisons, 26%, showed substantial differences. All of the variables showed at least one substantial difference across ranges. The percent of the 23 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 43%; family type, 35%; socio-economic status, 35%; sex of student, 17%; urbanicity, 17%; and region, 9%.

NONSCHOOL ACTIVITIES (2-42) (3-45)

The leisure image projected of youngsters 16 or 17 is one of constant interaction with their friends. The NELS survey supported that image. Most teens spend their leisure time in activities that involve nonguided social interaction with others. The four most frequently indicated daily activities (every day or almost every day) all involved social action. Three-fifths talked with friends on the telephone every day or almost every day. Twice as many indicated talking on the phone with friends as indicated doing things with their parents. However, more tenth graders indicated doing something with their parents almost daily than indicated hanging out or going for a ride with friends.

Tenth graders were diverse in their nonschool activities. Relatively small percentages took part in any one of the other specific activities included in the questionnaire. However when activities were clustered, fairly sizeable percentages took part in at least one activity of a particular type. Somewhat more than two-thirds spent at least some of their free time in nonschool sports activities. Three-fourths engaged in at least one of the survey's three solo activities - reading for pleasure, working on hobbies, or using a computer. About a third took some kind of nonschool lesson or class. Somewhat less than half took part in one of the three guided group activities included in the survey - religious activities, youth group or recreation program, or community service practice. About one in five said they sometimes did some community service.

Overall, about a fifth of the comparisons, 22%, showed substantial differences. All of the variables showed at least one substantial differences across ranges. The percent of the 40 comparisons per variable that yielded differences of ten percent or more were as follows: family type, 40%; ethnicity, 35%; socio-economic status, 30%; sex of student, 20%; region, 5%; and urbanicity, 3%.

Tenth graders were divided in terms of whether they believed partying and taking part in sports were important. The greatest percentage said partying was somewhat important. Equal percentages, about a fourth, said not important and very important. The greatest percentage, 44%, also said sports were somewhat important, but more said they were very important, 37%, than said they were not important, 27%. Almost three-fifths of the tenth graders believed that their peers thought it was not important to do community work or volunteer.

Overall, over a third of the comparisons, 38%, showed substantial differences. The percent of the eight comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 75%; family type, 50%; socio-economic status, 25%; and region, 25%. Sex of students and urbanicity did not show any substantial differences.

RELIGION (2-43) (3-56)

There was considerable variation among tenth graders in the extent to which they saw themselves as being religious and the extent to which they took part in church services. Most, almost three-fourths of the tenth graders, thought of themselves as being at least a somewhat religious person. About two-fifths of the tenth graders said they attend church services at least twice a month. One-fifth said they never attended services. Most, nine out of ten, indicated some kind of religious affiliation. The largest percentages were 25% Catholic and 23% Baptist. Only one in ten said that they thought their friends believed religious participation was very important. Four in ten said their friends thought it not important.

Overall, over a third of the comparisons, 35%, showed substantial differences. The percent of the 11 comparisons per variable that yielded differences of ten percent or were as follows: family type, 73%; ethnicity, 64%; socio-economic status, 45%; and region, 55%. Sex of students and urbanicity did not show any substantial differences.

READING AND VIEWING (2-43) (3-58)

Although four-fifths of the tenth graders said they did some reading for pleasure, only somewhat more than half indicated they spent two hours or less per week. Almost all, 95% and 96%, tenth graders watched television both during weekdays and on weekends respectively. Over a third watched three or more hours on weekdays and over half watched five or more hours per day on weekends.

Overall, about a fifth, 19%, of the comparisons showed substantial differences. However, the majority of the differences came in relation to two variables, ethnicity, 50%; and socio-economic status, 50%. Some, 17%, of the six comparisons per variable yielded substantial differences related to family type, but none appeared related to sex of students, urbanicity, or region.

WORKING FOR PAY (2-44) (3-60)

Three-fifths of the tenth graders had worked for pay at some time in their life. Over a fourth were working during the school year. About a fifth were employed during the summer, but were not currently employed. The average student (mean) worked between 11 and 20 hours a week. Over half of the tenth graders worked in service jobs. Eighteen percent worked more than 30 hours per week. The average student worked from 6-10 hours on weekends. Slightly less than a tenth worked 16 or more hours on a weekend. Three-fifths of the tenth graders earned between $3.35 and $4.99 an hour. Holding a steady job appeared to be important to tenth graders. Only one in five said that their friends said this was not important.

Overall, a fourth, 25%, of the comparisons showed substantial differences. Differences appeared related to all six variables. The percent of the 20 comparisons per variable that yielded differences of ten percent or more were as follows: family type, 50%; ethnicity, 35%; sex of student, 25%; region, 20%; socio-economic status, 15%; and urbanicity, 5%.

COMPARATIVE IMPORTANCE AS VIEWED BY FRIENDS (2-44) (3-64)

There was considerable variation in the activities tenth graders thought their peers viewed as important. The range in percent saying their friends considered an activity very important was from 5% doing community work or volunteering to 37% saying that they thought their friends felt that having a steady job was very important. The other percentages for very important were 11% participating in religious activities, 28% being willing to party or get wild, and 29% playing sports.

More were likely to say that something was not viewed as being important than were likely to say that it was viewed as being very important. The percent saying their friends did not think an activity was important ranged from 18% holding a steady job to 59% doing community work or volunteering. The other percentages not important were 48% religious activities; 28% partying and getting wild; and 27% taking part in sports activities. The majority, about 50%, thought their friends considered all five items as somewhat important.

The information on comparison according to variables has been included in the section in which the specific activity was discussed.

SOCIAL BEHAVIOR

The eighth grade survey only asked about smoking. The tenth grade survey included more questions about social behaviors that cause concern.

RUNNING AWAY FROM HOME (2-44) (3-64)

Apparently quite a few teens try to solve problems with their families by getting away from the family. About one teen in twenty said that he or she had run away from home at least once in their freshman or sophomore years.

Only one comparison per variable was made and only one variable, family type, 100%, showed a substantial difference. As a result, the overall percentage yielding substantial differences was 17%.

SEXUAL CONDUCT (2-44) (3-65)

For the majority, sex and marriage were no longer linked. Only one in five said that it was very important to be married before engaging in sexual intercourse. Twice as many said that marriage was not important. About two-thirds said they would not consider having a child unless they were married. However, one in ten said that yes, they would consider doing so. Some, 3%, already had a child; 2% said they were expecting at the time of the survey. Those who had dropped out of school were more likely to have had a child, 17%, than were those who were still in school, 1%.

Overall, a third, 39%, of the comparisons related to sexual conduct yielded substantial differences. The percentage of substantial differences per variable for the six comparisons were: family type, 67%; ethnicity, 67%; sex of student, 50%; socio-economic status, 33%; and region, 17%. Urbanicity did not show any substantial differences.

POTENTIALLY HARMFUL SUBSTANCES (2-44) (3-67)

Alcohol was the most frequently used and abused harmful substance. Over two-thirds of the tenth graders had had a drink of alcohol within the year prior to the survey and over two-fifths had had a drink within the month of the survey. Almost one-fourth said they had taken five drinks in a row at least once during the two weeks prior to the survey. In comparison, one in five said they smoked cigarettes and one in ten said they smoked one or more per day. Only 14% said they had used marijuana and 3% said they had used cocaine.

There was little difference in responses to the questions about use of substances when the variables were examined. Only 10% overall yielded substantial differences. The percent indicating substantial differences in the 22 comparisons per variable were as follows: family type, 36%, and ethnicity, 23%. The other four variables did not show any substantial differences.

EDUCATION RELATED TO SOCIAL CONCERN AREAS (2-45) (3-70)

Most, but not all, tenth graders had been exposed to education related to social problem areas such as substance abuse, 82%; AIDS, 65%; and sex education, 65%. The only variable showing a substantial difference was family type which showed differences of ten or more percentage points for all three items. The overall percentage was 22%.

LOOKING TO THE FUTURE

Some of the NELS questions probed how the tenth graders saw their futures.

IMPORTANCE (2-45) (3-71)

Finding and being successful in work was very important to most, more than four out of five, tenth graders. Strong friendships, four out of five, finding the right person to marry and giving their own children better opportunities were also very important to most, three out of four. Two-thirds thought that having leisure time was important.

Most tenth graders wanted to have some leisure in their future but fewer saw it as important as success on the job. More saw leisure as very important than saw having a lot of money as very important. Although having lots of money in the future was of at least some importance to most tenth graders, the percent saying it was very important, two out of five, was not as high as the responses to the work related items.

The tenth graders were divided on the importance of having children. One in five said doing so was not important; two in five said somewhat important, and two in five said very important.

About a third thought that helping others was very important and one out of five, thought working to correct economic inequalities would be very important in their future.

It would appear that only a relatively small percentage of tenth graders are eager to get away from their parents and home communities. Living close to their family, one out of four; getting away from their parents, getting away from this area, and working to correct economic inequities showed the lowest proportion, one of five, saying they was very important. Only 1% said that being successful in a line of work was not important as compared with 50% saying getting away from this area was not important.

Overall, about one in five, 19%, of the comparisons yielded a substantial difference. The percent of the 26 comparisons per variable that yielded differences of ten percent or more were as follows: ethnicity, 46%; family type, 38%; socio-economic status, 23%; and sex of student, 8%. Urbanicity and region did not show any substantial differences.

CHANCE OF THINGS OCCURRING (2-46) (3-77)

Most tenth graders felt there was more than a fifty-fifty chance that positive things would occur in their future. Three-fourths or more indicated that there was more than a fifty-fifty chance that they would graduate from high school, have friends they could count on, have a happy family life, have a job they enjoyed and that would pay well, stay in good health, and own their own home. Over two-thirds thought there was a high or very high chance (more than fifty-fifty) that they would be respected in their communities and could live anywhere that they wanted.

Over half felt that there was a high or very high chance that their life would be better than their parents and that their children's lives would be better than their own. Although optimistic, tenth graders also indicated some uncertainty. Fewer, from a third to half, were willing to say that the chances of attaining those things (other than graduating from high school) were very high. They were least likely to feel there was a high chance that their children's lives would be better than their own.

The three items that showed the highest percent indicating low or very low chances of it occurring in their future were going to college, 12%; being able to live anywhere they want, 8%; and completing high school, 7%.

Overall, less than one in five of the comparisons, 16%, yielded substantial differences. Only ethnicity, 45%, and family type, 25%, yielded substantial differences in the 20 comparisons made per variable.

PART B: Family Characteristics and Relationships

Information about the tenth graders families and relationships was divided into the following sections: tenth graders' families, self and family, and parent's involvement in school.

TENTH GRADERS' FAMILIES

There was considerable variation in the people that tenth graders lived with and in how they related to their families.

HOUSEHOLD MEMBERS (2-47) (3-82)

Almost all of the tenth graders had an adult female and most had an adult male in their household in a parental role. Most tenth graders had at least one brother or sister, less than one in ten had one or more grandparents, and some had other relatives in their household. A few households included someone other than a relative. A few households included the teen's new family. The tenth grader's spouse was present in 2% of the households and a boyfriend or girlfriend in another 1%. The teen's own child or children were present in 4% of the households. Over a third of the tenth graders said they baby sat or took care of a younger child in the family (usually a sibling).

Although only 37% of all comparisons yielded substantial differences, there were substantial differences in all categories of household members related to family type. The percent of the 17 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 100%; ethnicity, 76%; socio-economic status, 34%; sex of student, 8%; urbanicity, 5%; and region, 6%.

FAMILY TYPE (2-47) (3-86)

Somewhat more than six in ten tenth graders lived with both of their natural (or adoptive parents). Somewhat more than one in ten lived with one parent and a step parent. About two in ten lived with only one parent. Those living with only one parent with or without a step parent were more likely to be with the mother than the father. Most of the 2% who were not living with their parents lived with one or more grandparents or one or more other adult relatives.

Thirty percent of these comparisons showed substantial differences. The percent of the five comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 60%; socio-economic status, 40%; and region, 20%. None of the differences were as great as ten percentage points when family type was examined in relation to sex of student and urbanicity.

SELF AND FAMILY

The NELS tenth grade survey included questions about potentially disruptive events, the extent to which parents monitored activities, how much attention they paid to their tenth graders' activities, who made decisions, and parents' participation in school.

POTENTIALLY DISRUPTIVE EVENTS (2-47) (3-89)

Many, over six out of ten tenth graders, had experienced at least one of 19 potentially traumatic or disruptive events during the past two years. Death or illness of a family member, moving into a new home, mother going to work, and changing marital status of parents were the only single events that more than 10% said they had experienced in the previous two years.

Whether or not tenth graders experienced potentially disruptive events did not seem to differ very much in relation to the six variables examined. Only one in ten, 10%, of all of the comparisons yielded differences in ranges of 10 or more percentage points. The percent of the 120 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 35%; ethnicity, 20%; and socio-economic status, 5%. None of the differences were as great as ten percentage points when disruptive events were examined in relation to sex of student, region, and urbanicity.

FAMILY RELATIONSHIPS (2-48) (3-92)

It was clear that there is considerable diversity in how tenth graders saw relationships with their families. Most tenth graders showed strong positive relationships with their parents and other members of the family. However, about a fourth thought their parents did not understand them, a fifth thought they did not adequately understand their parents' reasons, and one in ten did not think their parents trusted them or treated them fairly. About one in ten said there parents solved most of their problems for them. About one in ten thought they were not a source of pride for their parents and one in five thought that they sometimes made their parents unhappy or disappointed them.

Somewhat less than one in ten said they did not like their parents very much and somewhat more than one in ten said they did not get along well with their parents. About one in four said they could not get along with a step or foster parent. More than one in ten said that their parents did not get along with each other. About one in ten said they could not get along with a sibling. However, almost two-thirds said they got along well with all the people in their household.

Overall, less than one in five of the comparisons, 17%, yielded substantial differences. The percent of the 28 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 54%; ethnicity, 25%; socio-economic status, 21%; and region, 4% None of the differences were as great as ten percentage points when family relations were examined in relation to sex of student and urbanicity.

PARENTAL MONITORING (2-49) (3-99)

There was considerable variation in the extent to which tenth graders said their parents monitored their activities. Parents were most likely to require the tenth grader to help around the home and least likely to limit the amount of time spent watching television or playing video games.

The percentages of tenth graders saying their parents often carried out selected monitoring activities were as follows: require you to do work around home, 50%; limit time with friends, 33%; check that homework is done, 26%; give privileges for good grades, 22%; limit privileges for poor grades, 20%; limit time with TV or video games, 10%; and help with homework, 9%.

The percentages of tenth graders saying their parents never carried out selected monitoring activities were as follows: limit time with TV or video games, 42%; limit privileges for poor grades, 28%; help with homework, 20%; check that homework is done, 18%; give privileges for good grades, 18%; limit time with friends, 15%; and require you to do work around home, 5%.

There was considerable variation in the hour that tenth graders were expected to be home on a school night. About two thirds were expected to be in at least by 10:00.

There was some overall variation in the extent of parental monitoring when the six variables were examined. Overall, only 27% of the comparisons yielded substantial differences. However, family type showed 75% of the comparisons yielding 10 or more percentage point differences. The percent of the 16 comparisons per variable that yielded differences of ten percent or more when other variables were examined were as follows: ethnicity, 56%; socio-economic status, 25%; and sex of student, 6%. None of the differences were as great as ten percentage points when parental monitoring activities were examined in relation to region and urbanicity.

AMOUNT OF ATTENTION GIVEN BY PARENTS TO VARIOUS ACTIVITIES (2-50) (3-104)

Parents differed in the extent to which they tried to know about their tenth graders' activities. Parents appeared to be most concerned about the night activities of their tenth graders. Over half said their parents paid a lot of attention to where they were at night as compared with a third paying a lot of attention to where they were after school and only a fourth feeling their parents paid a lot of attention to what they did with other free time. Only somewhat more than a third of the tenth graders thought their parents really tried to find out who their friends were. Slightly over half of the tenth graders said that their parents knew the parents of some of their close friends. About three-fifths of the tenth graders felt their parents made at least some attempt to know how they spent their money.

About a fourth, 24%, of these comparisons overall yielded substantial differences. The percent of the 12 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 50%; family type, 42%; sex of student, 25%; socio-economic status, 17%; and urbanicity, 8%. None of the differences were as great as ten percentage points when region was examined.

WHO MAKES DECISIONS (2-50) (3-107)

Relatively few tenth graders felt that they and their parents jointly made decisions about what the tenth grader could do, although many chose the response that indicated that either they or their parent(s) made the decision after discussion. Either tenth graders are very much in control of their own decisions or they want to appear that way. Over 70% said they decided each of the following: being able to spend their money, being in school sports, and being in school activities.

Over half of the tenth graders said they made the decision about whether to date without even discussing it with their parents. Almost two-thirds of the tenth graders said they made their own decisions about who their friends would be without discussion with their parents. However, less than 10% said they made the decision about how late to stay out without discussing it with their parents.

Somewhat more tenth graders decided on the classes they would take after discussion with their parents than decided on their own. They were more likely to discuss decisions about leaving school or going to college with their parents. Well over half of the tenth graders said that they discussed going to college with their parents. Over a third said they made their decision without consulting their parents. Somewhat less than one in ten said their parents made the decision for them. Tenth graders were more likely to discuss with their parents whether to start a job than they were to make the decision on their own.

Very few tenth graders saw their parents as arbitrarily making decisions for them without at least discussing the decision with the tenth grader. However, over a third said that their parent(s) alone made the decision about the age at which the tenth grader could leave school and how late they could stay out.

About a fourth, 23%, of the comparisons overall yielded substantial differences. The percent of the 30 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 53%; ethnicity, 40%; socio-economic status, 23%; region, 13%; and sex of student, 10%. None of the differences were as great as ten percentage points when urbanicity was examined.

DISCUSSING SCHOOL WITH PARENT(S) (2-51) (3-115)

Most tenth graders had talked to their parent(s) occasionally about school related topics. Grades was the topic about which the highest percent said they frequently talked with their parents and the lowest percent said they never did so.

Almost half of the tenth graders said that they and their parents often discussed grades during the first half of the school year. About one in twenty said they never did so. Only one tenth grader in five said they had often discussed selecting school courses and programs with a parent or guardian during the first half of the school year. Almost one in five said that they had not done so. One in four said they had discussed school activities often. At the other extreme, one in five said they had never discussed school activities with a parent or guardian during the first half of the school year. One in five said they often discussed things studied in class and one in five said they never did so. The majority, three in five, talked about them sometimes. Over half said they did never discussed preparing for ACT or SAT tests.

Over a third, 38%, of the comparisons yielded substantial differences. The percent of the 14 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 79%; socio-economic status, 79%; ethnicity, 43%; region, 21%; and urbanicity, 7%. None of the differences were as great as ten percentage points when sex of student was examined.

PARENT'S INVOLVEMENT IN SCHOOL

Questions were included about the extent to which parents had received warning about the child's adjustment to school and the extent to which parents participated in school related activities.

WARNINGS ABOUT TENTH GRADERS' SCHOOL ADJUSTMENT (2-52) (3-119)

Over twice as many parents of tenth graders had received warnings from the school about grades as about behavior. Over three in five said their parents had not received any warnings about grades this school year. Three-fourths of the tenth graders said that their parents had not been warned about their attendance. Over four out of five said their parents had not received any warnings about their behavior.

Over a fourth, 29%, of the comparisons yielded substantial differences. The percent of the 24 comparisons that yielded differences of ten percent or more when variables were examined were as follows: socio-economic status, 50%; ethnicity, 50%; region, 50%; and family type, 25%. None of the differences were as great as ten percentage points when sex of student and urbanicity were examined.

The percent of parents who had received warnings about grades was about the same as in the eighth grade survey. The percent receiving warnings about attendance had increased slightly and the percent receiving warnings about behavior had decreased slightly from that found in the eighth grade survey.

PARENTS' SCHOOL ACTIVITIES (2-52) (3-121)

Tenth graders were most likely to say their parents had been in contact with the school through speaking with one of their teachers or their counselor. Parents had been least likely to have volunteered. During the first half of the school year, about a fourth indicated that their parents had been in touch with their school teachers or counselors more than twice during the year, about a third said their parents had attended a school event in which they participated, but only somewhat more than one in ten tenth graders said that their parent(s) had attended more than two school meetings during the first half of the year. About one-fourth said their parent(s) had not volunteered at school during the first half of the year.

Over a third, 37%, of the comparisons yielded substantial differences. Each of the six variables showed at least one substantial difference. The percent of the 10 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 60%; ethnicity, 60%; socio-economic status, 50%; urbanicity, 30%; sex of student, 10%; and region, 10%.

PART C: Tenth Graders and School

The majority of the questions in the NELS tenth grade survey focused on the school. The findings are divided into the following sections: school experiences, school behavior, dropouts, future expectations, opinions about school, and school systems and school classes.

SCHOOL EXPERIENCES

This section includes information on the school programs in which tenth graders enrolled, scholastic performance, recognition, and bad events happening at school.

SCHOOL PROGRAM (2-53) (3-125)

Even though most American jobs require specialized training, only somewhat more than one in ten were in vocational programs and a third in college preparatory courses. The largest number, more than two in five, were in a general program.

Overall, over a fourth of the comparisons, 28%, yielded substantial differences. Ethnic background seemed to make the most difference in terms of selection of school program. The percent of the six comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 67%; family type, 33%; socio-economic status, 33%; and region, 33%. None of the differences were as great as ten percentage points when sex of student and urbanicity were examined.

SPECIAL PROGRAMS (2-53) (3-127)

Over a fourth were in advanced placement programs. Somewhat less than one in five were in a special language or bicultural program. A few, about two percent were in a dropout program or a program for those who were educationally or physically challenged.

Overall, about a fifth of the comparisons, 21%, showed substantial differences. The percent of the four comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 50%; family type, 50%; and socio-economic status, 25%. None of the differences were as great as ten percentage points when sex of student, region, and urbanicity were examined.

SCHOLASTIC PERFORMANCE (2-53) (3-128)

Three measures of scholastic performance were included in the study.

Grades (2-53) (3-128)

Most tenth graders thought that getting good grades is important. Only about one in ten thought that grades were not important. Students were more likely to recall getting A and B grades than they were C or lower. Regardless of course, over a third said they earned a grade of B or better in the four basic courses that were asked about in the survey. In comparison, only about a fourth of the tenth graders recalled getting grades of C or less than C.

Overall, about a third, 32%, of the comparisons showed substantial differences. All of the variables showed at least one substantial difference. The percent of the 30 comparisons per variable which showed differences of 10 or more percentage points were as follows: family type, 62%; socio-economic status, 60%; ethnicity, 57%; region, 10%; sex of student, 7%; and urbanicity, 3%.

NELS Test Scores (2-53) (3-132)

In both the eighth and tenth grade surveys short tests were developed as part of the NELS study. These tests were administered in the schools in the sample to the the students in the sample. Tests were given in Reading, Math, Science, and History. Individual scores were presented as well as a composite score across the four tests. Ethnicity (30 percentage points or more), socio-economic status (30 percentage points or more), family type (30 percentage points or more), and region (10 percentage points or more) consistently showed substantial differences in relation to how the tenth graders scored on the NELS tests.

Given the fact that quartile means roughly a fourth, one would expect that about a fourth of each group would place in each quartile on the tests. However, when the total test scores were examined according to the study variables, it was found that 50% of those of Native American heritage, 46% of those in the lowest socio-economic status quartile, 42% of those living only with their father, and 29% of those living in the South were in the lowest quartile based on their test performance. On the other hand, the highest quartile was comprised of 48% those in the highest socio-economic status quartile, 34% of tenth graders of Asian-American descent, 31% of those living with both parents, and 32% of those living in the Northeast.

The NELS test scores showed considerable variation in relation to the variables examined in this study. Overall, more than two-thirds, 68%, of the comparisons showed substantial differences. All of the variables except urbanicity showed at least one substantial difference. All 100% of the comparisons per variable yielded differences across subgroup ranges of 10 or more percentage points when family type, ethnicity, socio-economic status, and region were examined. Sex of students showed 10% substantial differences for the 10 tests per variable.

Proficiency Levels (2-53) (3-136)

In addition to scores on tests, the NELS study team also developed proficiency scores in Math and in Reading for each student. About one in ten tenth graders were judged as being below level in Math and one in ten were judged below level in Reading.

Proficiency levels showed fewer substantial differences related to variables than did the NELS test scores. However, they showed more differences than most other areas in that 42%, overall, showed substantial differences. The percentages of substantial differences out of the eight comparisons per variable were as follows: family type, 75%; ethnicity, 75%; socio-economic status, 75%; and region, 25%. The overall percentage is lower because no substantial differences appeared related to sex of student or urbanicity.

RECOGNITION AT SCHOOL (2-54) (3-138)

Slightly more than half of the tenth graders, 53%, said that they had received some kind of recognition during the first half of the school year. The most frequently indicated kind of recognition came for good grades which was indicated by one-third of the respondents. The least frequently indicated was receiving a community service award, 4%.

About one tenth grader in ten indicated receiving the following kinds of recognition during the first half of the school year: academic honors, good attendance, participation in a mathematics or science fair, recognition for an essay or poem, most valuable player, or elected to a class office. Somewhat fewer than one in ten said had been recognized for taking part in a vocational-technical competition.

Overall, only a few substantial differences in ranges, 15%, appeared when the variables were examined. Only three of the variables yielded substantial differences. The percent of the 10 comparisons per variable that yielded differences of ten percent or more were as follows: ethnicity, 40%; family type, 30%; and socio-economic status, 20%. Region, urbanicity and sex of student did not show any substantial differences.

BAD EVENTS HAPPENING AT SCHOOL (2-54) (3-140)

The tenth graders were most likely to have had something stolen, about two in five, and least likely to have been offered drugs or been in a physical fight about one in five. About a fourth had been threatened with harm.

There were moderate differences related to variables. Almost a fourth, 23%, of the comparisons showed a substantial difference. The percent of the eight comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 63%; family type, 50%; socio-economic status, 13%; and sex of student, 13%. Region and urbanicity did not show any substantial differences in how respondents compared eighth and tenth grades.

SCHOOL BEHAVIOR

This section includes information on behavior problems and homework and studying.

INAPPROPRIATE STUDENT BEHAVIOR (2-54) (3-143)

One inappropriate behavior was indicated much more frequently than others. Over three-fourths said they had been late at least once during the first half of the school year. The next most frequent poor behaviors were getting into trouble for not following school rules, 45%, and cutting classes, 38%. However, almost one out of ten had an in-school suspension and 3% had been arrested the previous semester.

Most tenth graders, almost nine out of ten, had missed at least one day of school during the first semester. Almost two-thirds had missed three or more days. Two-thirds of the tenth graders gave illness as their reason for the last time they were absent. However, one in ten said they just didn't feel like going to school. In several instances the school and teachers appeared to pay little attention to absences. About an equal number of schools did nothing about students' absences as schools who called the student's home.

There was little difference in students' reported behavior when the six variables were examined. Only 15% of the comparisons showed a substantial difference. Each of the variables showed at least one substantial differences across its range. The percent of the 41 comparisons per variable that yielded differences of ten percent or more were as follows: family type, 22%; ethnicity, 34%; and socio-economic status, 12%; region, 12%; urbanicity, 7%; and sex of student, 5%.

HOMEWORK AND STUDYING (2-55) (3-151)

The majority of tenth graders spent less one hour per day on homework outside of school. Over a third did little or no homework in school. Almost two-thirds said they did not have a study hall at school. However, even with the little time spent on homework, only about a fifth said they went to class without their homework done.

Overall, about one-fifth of the comparisons, 19%, yielded substantial differences. All of the variables yielded at least one substantial difference. The percent of the 12 comparisons per variable that yielded differences of ten percent or more were as follows: family type, 42%; ethnicity, 25%; region, 25%; socio-economic status, 8%; urbanicity, 8%, and sex of student, 8%.

DROPOUTS

The National Educational Longitudinal Study which started in 1988 was interested in identifying how many of the original sample were still in school at the time their cohort reached the tenth grade and to identify the characteristics of those who had dropped out.

WHAT HAPPENED TO THE EIGHT GRADE SAMPLE (2-56) (3-153)

Among the 20,706 eighth graders that they attempted to follow, 5 were deceased, 116 were out of the country, 61 were ineligible, 549 refused, 182 couldn't be located, 529 were listed as other nonrespondents, and 19,264 participated. Additional students were added to "freshen" the sample, to bring the sample number back up to 20,706.

Among the reconstructed sample of 20,706, 85% were enrolled in the tenth grade, 3% in another grade, and 12% could not be shown to be in school. When weighted with corrections made for over-sampling, the percentages were 89% in tenth grade, 4% in another grade, and 7% not in school. In addition to the 7% who were known not to be in school at the time of the survey, 1% of the others had dropped out at least once before but had returned to school.

Three percent dropped out during the spring term of 1989; 2% dropped out during the fall of 1989; and 2% dropped out during the spring of 1990 before the survey was taken. Information apparently was secured from enough of the sample so that among 17,959 students for whom complete information was available, 5% were dropouts.

The data in this section are based on information from dropouts that was included in the main data base. However, information from drop outs was not included in all of the areas. The separate tape providing dropout data was not available at the time this analysis was done. Analysis related to ranges was not done related to dropouts.

DEMOGRAPHIC CHARACTERISTICS OF DROPOUTS (2-56) (3-154)

There was a good deal of diversity in the characteristics of dropouts. Although some characteristics such as being old for one's grade showed higher proportions of dropouts, some youth with each of the study variables dropped out of school. Both boys, 11%, and girls, 10%, dropped out of school. Although youth from backgrounds other than European American were more likely to have dropped out of school, European Americans accounted for a high percentage of the dropouts. Those from lower socio-economic status families were more likely to have dropped out than were others. Data were not given which would identify the percent of drop out by region, urbanicity, or school enrollment in accordance with government regulations protecting confidentiality.

Although certain family factors lead to higher percentages of dropouts, the majority of those showing those factors were still in school. Eighth grade school risk factors also showed some relationship but the majority of those with high school risk factors in eighth grade were still in school two years later.

Proficiency in language did not seem to be a factor in whether or not a student had dropped out of school. Among those who dropped out of school, 27% said another language was spoken at home as compared with 22% of those still in school. Among those who said another language was spoken at home, two-thirds or more of the dropouts felt they could deal with English very well as compared with about 80% of those who remained in school.

DROPOUTS' FAMILIES (2-56) (3-155)

Although some of the dropouts were married and/or had one or more children, the percentage was relatively small. Among the dropouts slightly over one in ten said they had a spouse living in their household. Less than one in ten said that a boy or girl friend lived in their household. About one in five of the dropouts said that they had a child of their own living in their household. Among those who said that they had a child or children living of their own living with them, two thirds were in school at the time of the survey and one third had dropped out.

Dropouts were more likely to be living with their mothers or other female adults than they were to be living with their fathers. Many more, seven out of ten, said that they were living with their mother, another adult woman, 16%, or a stepmother, 3%.

SCHOOL PERFORMANCE (2-56) (3-157)

A career-focused school program, school proficiency and ability to cope with tests seemed to be factors related to whether a student left school. Among the dropouts 66% were in the general program, 6% in a vocational program, and 1% in a college preparatory program.

Although some of the boys and girls who dropped out showed excellent ability on the NELS tests, many did not do well and showed problems in reading and/or math proficiency. Although considerably more dropouts scored in the lowest quartiles on the NELS tests, a few of the dropouts were in the highest quartile - 67% lowest quartile to 4% in the highest quartile on overall score. Over twice as many of the dropouts, 29%, were judged to be under Level 1 in reading proficiency as were those in school, 11%. Only one in five of the dropouts were judged to be at Level 2 as compared with half of those who remained in school. Almost three times as many dropouts, 30%, were judged to be below the first proficiency level in math as were those who remained in school, 11%. However, only .1% of the dropouts were in the top level in math proficiency as compared with 24% of those who remained in school.

However, many youth who had difficulty in school did not drop out. Eighth grade school risk factors which included attitude and comfort as well as behavior and grades also showed some relationship but the majority of those with a high degree of school risk factors in eighth grade were still in school two years later. Language did not seem to make a difference.

VIEWS OF SELF (2-57) (3-159)

Although slightly more students with a low self concept than with a high self concept dropped out of school, both groups were found. Dropouts included both those with internal and those with external loci of control. However, those with low scores (more externally controlled) were more likely to drop out than were those with high scores.

EMPLOYMENT (2-57) (3-160)

There did not seem to be substantial differences between the hourly earnings of the dropouts and those who had worked part time while they were in school. Responses to questions about future work raise questions about whether the tenth grade dropouts were being unrealistic or if they were viewing their present situation as a temporary stop in their education.

CLOSENESS WITH DROPOUTS (2-58) (3-160)

On the assumption that youngsters whose siblings and/or friends had dropped out of school would be more likely also to drop out of school, two questions were asked of those still in school. However, the data set did not include such information for the dropouts so it is not possible to test that hypothesis.

It would appear that a fairly substantial percentage of tenth graders know youth who have dropped out of school quite well. In some cases it is a sibling. In other cases it is a friend. Native Americans, those in the lowest socio-economic quartile and those living either with their father only or with someone other than either parent were most likely to know students who had dropped out of school.

FUTURE EXPECTATIONS

The future expectations of tenth graders were approached in a variety of ways. Content related to the future has been grouped into the following areas: amount of schooling, factors influencing choice of college, other expectations held by those close to the tenth grader, expected occupation, importance of selected things in their future, and comparison with parent's life.

AMOUNT OF SCHOOLING (2-58) (3-162)

Considerable attention was given to the amount of schooling the tenth grader expected to complete and the tenth grader's perception of others' expectations related to further schooling. All except 2% of the tenth graders said they thought they would graduate from high school. Most, eight out of ten, were very sure they would do so. Most, nine out of ten, thought they would graduate in two more years.

Most tenth graders thought they would continue their education after high school. About three-fifths were very sure they would continue. Almost four-fifths of the tenth graders expected to complete at least two years of schooling beyond high school. Over half expected to graduate from college, and within that total, more than one in ten expected to earn a master's degree or equivalent and more than one in ten expected to earn a doctorate or equivalent. About three-fifths of the tenth graders expected to go on to college right after high school. Some, 17%, expected to wait a year or more, and some, 10%, didn't know when they would go to college.

Most tenth graders thought their parents wanted them to graduate from high school and to continue their schooling beyond high school. Over half thought their parents expected them to complete college. Somewhat more than a third thought their friends expected them to go to college. Over half thought the school counselor or a favorite teacher expected them to do so.

The tenth graders were asked to give separate responses for their mother and for their father. A few said they didn't know what their father wanted, 8%; and some, 2%, said their father didn't care (mother 6% and 1%). A few, 7%, father and 2%, mother, said that the question did not apply to them.

When asked the chance of their completing various levels of schooling, almost three-fourths said that chances were very high they would complete high school, half said the chances were high they would go on to college.

Most tenth graders thought others cared about what they did after high school. The highest percent indicated as not caring was 7% saying their friends did not care. Few thought others were willing to leave it up to the tenth grader. The range in saying that others thought they should do what they wanted was from 6% saying the coach to 29% saying their friends wanted them to do what they wanted.

The majority felt that others expected them to continue their schooling. The next highest percentage was that they should do what they wanted to do. Very small percentages, from 1% to 5%, indicated that someone expected them to get a full time job, get married, go into the military, or go to a trade school.

A high percentage thought that all of the groups asked about, parents, other relatives, friends and school personnel, thought they should go on to college. However, responses in terms of friends were more divided than were responses to the other groups with 38% saying friends expected them to go to college, 29% saying friends thought they should do what they wanted, 14% saying they didn't know what friends wanted and 7% saying their friends didn't care. Only small percentages thought their friends expected them to get a full time job, 3%; get married, 2%; or go into the military, 2%.

Overall, less than one in five, 17% of the comparisons yielded substantial differences across ranges. The percent of the 87 comparisons per variable that yielded differences of ten percent or more were as follows: family type, 36%; ethnicity, 31%; socio-economic status, 30%; sex of student, 5%; and urbanicity, 2%. Region did not show any substantial differences.

FACTORS INFLUENCING CHOICE OF COLLEGE (2-59) (3-169)

Over half of the respondents indicated that availability of specific courses, academic reputation, and availability of financial aid were very important in their choice of a college. Religious environment and being able to live at home, each rated very important by one in ten, were the least important. Less than half said that a low crime environment was an important factor.

About half of the ten graders saw cost of attending the college, availability of financial aid, and job placement as being very important in their choice of a college. About a tenth did not feel they were important. Three out of five said that courses and programs were very important in their choice; less than a third said that the school's social life was very important. Somewhat over half said that the school's academic reputation was very important; less than a fourth said that the school's athletic reputation was very important in their choice of a college. One in five said that the school's admission standards were very important to them.

About twice as many said that it was very important to get away from home than said it was important to live at home. However, less than a fourth said it was very important to get away from home and only somewhat more than one in ten said it was very important to be able to stay at home.

Overall, less than a third, 31%, of the comparisons yielded substantial differences. The percent of the 24 comparisons per variable that yielded differences of ten percent or more were as follows: family type, 54%; ethnicity, 67%; socio-economic status, 38%; region, 17%; and sex of student, 8%. Urbanicity did not show any substantial differences.

OTHER EXPECTATIONS (2-60) (3-175)

Most tenth graders thought others cared about what they did after high school. The highest percent indicated as not caring was 7% saying their friends did not care. Few thought others were willing to leave it up to the tenth grader. The range in saying that others thought they should do what they wanted was from 6% saying the coach to 29% saying their friends wanted them to do what they wanted.

The majority, as indicated earlier, felt that others expected them to continue their schooling. The next highest percentage was that they should do what they wanted to do. Very small percentages, from 1% to 5%, indicated that someone expected them to get a full time job, get married, go into the military, or go to a trade school.

A high percentage thought that all of the groups asked about, parents, other relatives, friends and school personnel, thought they should go on to college. However, responses in terms of friends were more divided than were responses to the other groups with 38% saying friends expected them to go to college, 29% saying friends thought they should do what they wanted, 14% saying they didn't know what friends wanted and 7% saying their friends didn't care. Only small percentages thought their friends expected them to get a full time job, 3%; get married, 2%; or go into the military, 2%.

Overall, less than one in five, 17% of the comparisons yielded substantial differences across ranges. The percent of the 87 comparisons per variable that yielded differences of ten percent or more were as follows: family type, 36%; ethnicity, 31%; socio-economic status, 30%; sex of student, 5%; and urbanicity, 2%. Region did not show any substantial differences.

TENTH GRADERS EXPECTED OCCUPATION (2-61) (3-178)

About a fifth did not know what they expected to do immediately after high school. Only 7% said they were not planning to work right after high school. One in ten mentioned each of the three most frequently indicated occupations: clerical, military, and professional.

Although there were varied responses in terms of occupation at age thirty, the largest number, four out of five, expected to be in some kind of professional position. This would be consistent with the large percent that expected to graduate from college.

The six variables examined made little difference in terms of how tenth graders viewed their future occupations. Overall only 3% of the comparisons yielded substantial differences. The percent of the 28 comparisons per variable that yielded differences of ten percent or more were as follows: ethnicity, 7%; socio-economic status, 7%; and sex of student, 4%. Family type, urbanicity and region did not show any substantial differences.

OPINIONS ABOUT SCHOOL

COMPARISON OF THE NINTH GRADE WITH THE EIGHTH GRADE (2-61) (3-180)

Although some saw little difference between their experiences in eighth and in ninth grade, almost three-fourths thought the courses were harder. Over half thought that teachers were stricter, and school rules were more strictly enforced. Only about one-fifth said it was harder to make friends or that they felt more alone their freshman year.

There was very little difference in students views of okay behavior when the six variables were examined. Less than one in ten of the comparisons, 8%, showed a substantial difference. The percent of the 10 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 30%; family type, 10%; and socio-economic status, 10%. Sex of student, region and urbanicity did not show any substantial differences how respondents compared eighth and tenth grades.

REASONS WHY STUDENTS GO TO SCHOOL (2-61) (3-182)

Almost all, 96%, of the students gave help in getting a job as the main reason they went to school. The next most frequent response, more than four out of five, was a place to meet friends. However, when strongly agree responses were examined, getting a job, 62%, was over three times more frequently indicated than was the next reason, playing on a team or belonging to a club, 18%, or a place to meet friends, 15%. About the same percent of students strongly disagreed that taking part on teams or in clubs was a reason they were in school.

Many students (76% agreeing including 10% strongly agreeing) said they went to school because they got a feeling of satisfaction from doing what they were supposed to in class, and thought the subjects they were taking were interesting and challenging (70% agreeing including 8% strongly agreeing). Teachers caring and expecting them to succeed was indicated by almost three-fourths of the tenth graders with 15% strongly agreeing with the statement. Somewhat less than a third said that they went to school because they had nothing better to do. However, only 4% strongly agreed.

Very few, only 6%, of the reasons why students go to school showed substantial differences when they were analyzed according to the six variables. The percent of the 28 comparisons that yielded differences of ten percent or more when variables were examined were as follows: family type, 11%; ethnicity, 14%; socio-economic status, 7%; and urbanicity, 4%. Sex of student and region did not show any substantial differences in relation to reasons why respondents said they went to school.

FRIENDS' VIEWS OF IMPORTANCE OF SCHOOL AND STUDY (2-61) (3-186)

Although most tenth graders thought their friends saw completing high school as very important, only about half thought their friends saw attending classes regularly, continuing education beyond high school and getting good grades as very important and only something over a third said their friends thought studying was very important. However, for these items the most frequent answer was somewhat. Very few, from 2% for most items to 9% for studying, said their friends thought these school related items were not important.

One-fifth, 20%, of the comparisons showed substantial differences when they were analyzed according to the six variables. The percent of the 10 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 40%; family type, 20%; socio-economic status, 20%; and sex of student, 40%. Urbanicity and region did not show any substantial differences in relation to how respondents felt their friends viewed school and studying.

INAPPROPRIATE BEHAVIOR (2-62) (3-190)

Most tenth graders, 90% or more, viewed the following behaviors as never okay: use drugs at school; abuse teachers physically; steal from school, students, or teachers; drink alcohol on the school grounds; destroy school property; or bring weapons to school. At the other extreme, more than half said it was okay at least rarely to talk back to teachers, copy someone else's work, and be late for school. Less than one in ten said it was often okay to copy someone else's work. This was the behavior that the highest percent said was often okay.

POSITIVE BEHAVIORS (2-64) (3-196)

Most tenth graders thought it was okay to work hard for good grades, ask challenging questions, solve problems using new and original ideas, and help other students with their schoolwork.

There was very little difference in students' views of okay when the six variables were examined. Less than one in ten showed a substantial difference. The percent of the 10 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 20%; ethnicity, 14%; socio-economic status, 5%; sex of student, 11%; and region, 2%. Urbanicity did not show any substantial differences in relation to how respondents felt about okay behavior.

VIEWS OF SCHOOL QUALITY (2-64) (3-197)

Most students saw their school as a place where people got along well with each other and that teaching was good. Over three-fourths of the tenth graders agreed that students made friends across ethnic lines, teaching was good, and teachers were interested in students. Even though most thought that teaching was good, some felt teachers were not interested in them, did not praise them enough, or put them down. Even though students thought that students got along well together, many said that other students often disrupted class and 40% said that the disruption affected their learning. Although about half said that students got by with misbehaving, seven out of ten said that discipline was fair and two-thirds thought their school had strict rules. Most felt there was a good spirit at school and very few thought their school was unsafe.

There was very little difference in students' views of school quality when the six variables were examined. Less than one in ten, 9%, showed a substantial difference. The percent of the 30 comparisons per variable that yielded diffeences of ten percent or more when the ranges within variables were examined were as follows: family type, 20%; ethnicity, 20%; and socio-economic status, 13%. Sex of student, region, and urbanicity did not show any substantial differences in relation to how respondents viewed the quality of the school they attended.

SCHOOL SYSTEMS AND SCHOOL CLASSES

In addition to information about the kinds of schools that tenth graders attend, this section also presents three major areas probed in the NELS questionnaire: extent to which classes were viewed as challenging, kinds of experiences in science and mathematics classes, and what tenth graders thought was given the most emphasis in classes.

SCHOOL CHARACTERISTICS (2-64) (3-204)

Although both parochial and private schools were represented, four out of five students in this survey attended public schools. There was considerable variation in class and school size. About one in three attended a school with fewer than 300 tenth graders. Somewhat more than one in ten attended a school with more than 550 tenth graders. The average (mean) total school enrollment was between 1,000 and 1,199 students. About one in ten tenth graders attended a school with fewer than 400 students. About one in twenty attended a school with 2,500 or more students enrolled.

Overall, about a third, 32%, of the comparisons yielded substantial differences. The percent of the 19 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: urbanicity, 75%; region, 63%; and ethnicity, 47%. None of the differences were as great as ten percentage points when family type, socio-economic status and sex of student were examined.

COURSES (2-64) (3-208)

There was considerable diversity in the courses that tenth graders had taken since they entered high school. Almost all had taken one or more English, science, mathematics, and history courses. Almost two-thirds had taken a foreign language course. Fewer had taken other humanities courses. Most had taken physical education courses. Almost half had taken a typing or word processing course. About a fourth had taken one or more other vocational or technical courses. Relatively few, less than 10%, had taken advanced or specialized courses.

Overall, almost half, 48%, of the comparisons yielded substantial differences. Each of the variables yielded at least one substantial difference. However, ethnicity showed the greatest number of differences across groups of ten percentage points or more. The percent of the 31 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 81%; family type, 58%; region, 58%; socio-economic status, 48%; urbanicity, 23%; and sex of student, 19%.

VIEWS OF BASIC COURSES (2-65) (3-218)

Many more said they took the basic courses because they were required to do so than said they took them because they wanted to do so. There was considerable diversity in the extent to which tenth graders thought that courses in English, mathematics, history, and science were challenging. Depending upon the course, a fifth to a third said they were expected to show they really understood something almost every day. From a third of the history students to over half of the mathematics students said they had to try hard almost every day. From a fifth, history, to half, Mathematics, said they were challenged to use their minds almost every day.

Overall, almost half, 48%, of the comparisons yielded substantial differences. Ethnic background seemed to make the most difference in terms of selection of school program. Each of the variables yielded at least one substantial difference. However, ethnicity showed the greatest number of differences across groups of ten percentage points or more.

CONFIDENCE IN COURSES (2-66) (3-223)

About half of the tenth graders thought they learned quickly and got good grades in English, but only somewhat more than a third thought it was one of their best subjects. Close to half said that they got good grades in mathematics, thought it was one of their best subjects, and had always done well in math.

Overall, over a third, 38%, of the comparisons yielded substantial differences. Ethnic background seemed to make the most difference in responses.

EXPERIENCES IN CLASSES (2-66) (3-227)

Three-fourths said they used calculators in mathematics classes. Somewhat less than a third said that they often used story problems in math classes. About a fourth said they often had to orally explain their mathematics work to the class. More than three-fifths said that they rarely or never did the following things in mathematics classes: use computer in math class, use books other than texts, or use materials or models.

Almost a fourth, 23%, of the comparisons yielded substantial differences. The percent of the 40 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 55%; ethnicity, 48%; socio-economic status, 23%; and region, 3%. Sex of student and urbanicity did not show any substantial differences in relation to the activities that students reported being used in the classes they attended.

EMPHASIS IN TENTH GRADE CLASSES IN 1992 (2-67) (3-235)

The majority of tenth graders primarily saw mathematics, 82%, science, 73%, and vocational classes, 78%, emphasizing facts, steps, and rules. About equal percentages, 60% and 63%, saw science and vocational classes and considerably more, 83%, saw math classes emphasizing problem solving. About 60% felt that the three subjects emphasized the importance of math and science in everyday life.

About three-fifths, 63%, thought their science teacher and three-fourths, 77%, thought their math teacher gave them at least moderate help in preparing for further studies in science or math. At least three-fifths, said that both mathematics and science teachers gave at least moderate emphasis to trying to increase interest in these subjects.

About three-fourths of the students thought vocational classes put at least moderate emphasis on skills that were immediately usable. Three out of five recognized that there was at least a moderate emphasis on the role of science and math in work and how ideas from these two fields are involved in the manipulation of physical objects.

Regardless of background characteristics, little of the variation in how students viewed what teachers had emphasized seemed related to one of the background characteristics of students which were examined in this study. Only somewhat more than one in ten, 14%, of the comparisons yielded substantial differences. The percent of the 30 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 40%; ethnicity, 37%; socio-economic status, 7%; and region, 3%. Sex of student and urbanicity did not show any substantial differences in relation to what students thought was emphasized in their classes.

PART D Summary of Analysis Across Groups

Which variables showed the most difference in how tenth graders responded to questions? Which subjects showed the greatest differences?

OVERVIEW (2-69) (3-243)

In total, the six variables examined in this study, ethnicity, socio-economic status, family type, sex of student, urbanicity, and region showed little difference for more than three-fourths of the items examined.

Ethnicity and family type were clearly the two variables showing the most difference, followed by socio-economic status. Location as indicated by region and urbanicity seldom made a substantial difference in responses. Sex of student also showed few substantial differences. Ethnicity and family type did not always show the same percentages of substantial differences for each cluster and area. However, often they were higher than other variables. When family type, ethnicity, and socio-economic status were cross tabbed against each other, it was apparent that the three are closely but not completely interrelated.

The questionnaire content was grouped in three ways: large clusters, areas within clusters, and items within areas. Among the clusters, school performance showed the greatest percentage of substantial differences, 41%. Four other clusters, characteristics, self and classes, self and peers, and life skill development activities showed differences of more than 22%, but not nearly as many as scholastic performance. Views of self, the characteristics of the school attended, social behavior, and views of the future showed fewer than 20% of the comparisons yielding substantial differences (10 or more percentage points difference across the range of subgroups). The cluster which showed the fewest differences was that of self and school, 14%.

Among the areas within clusters, NELS test scores, showed considerably more substantial differences, 68%, than did other areas. The next areas with the most substantial differences were: courses, 48%; proficiency level, 42%; sexual activity, 39%; discussing school with parents, 38%; and friends' views of importance of various activities, 38%. At the other extreme, only 3% of the comparisons of expected occupations showed substantial differences related to the variables.

Only 22% of the indivdiual tests of items showed differences of 10 or more percentage points across the range of responses by subgroups. Within that percentage, slightly over 3% showed differences from 11 to 39 percentage points and .6% showed a difference of 40 or more percentage points. Only 40 out of the more than 6,200 tests of items showed differences across the range of subgroups of 40 percentage points or more. Most of those differences were related to language or family structure. The majority of the large differences came when family or ethnicity were examined. Most were almost self evident. Five additional items were related to socio-economic status. Sex of student, urbanicity, and region did not show any differences of this magnitude.

YIELD BY VARIABLE (2-69) (3-246)

Ethnicity and family type showed the greatest numbers of substantial differences.

ETHNICITY (2-69) (3-246)

Over half of the comparisons related to scholastic performance, courses, characteristics, and self and peers yielded substantial differences related to ethnicity. The smallest percent of comparisons yielding substantial differences was in the self and school, 27%, and social behavior, 28%, clusters. Twenty-two items showed differences in percentage responses across ethnic groups of ten percentage points or more. All of the NELS test scores showed ten or more percentage point differences across ranges. Three-fourths or more of the comparisons related to courses taken, household members, friends views of importance of various activities, proficiency in reading and math, and confidence in English and math showed substantial differences across ethnic groups. Two areas showed no differences across family types: school's characteristics, and occupation. The specific items showing greatest differences across ethnic groups dealt with language, religious affiliation, and whether both parents and in particular the youngster's father were in the household.

FAMILY TYPE (2-69) (3-248)

Over half of the comparisons in four clusters, scholastic performance, characteristics, self and family, and social behavior, yielded substantial differences in responses according to family types. The clusters yielding the smallest percent of substantial comparisons were self and school, and school attended.

All comparisons of responses by kind of family structure showed differences of ten percentage points or more in four areas, NELS test scores, household members, running away, and education about social behavior. A total of 22 areas showed differences related to family type of ten percentage points or more. Two additional areas showed differences of 75% or more, discussing school with parents, and parental monitoring. Two areas showed no differences across family types: school's characteristics and occupation. Among the specific items, the ones showing greatest differences across groups by family structure dealt with the status of the male or female adults in the household, other relatives in the household, and whether parents got along well.

SOCIO-ECONOMIC STATUS (2-70) (3-250)

Only one of the clusters, school performance showed substantial differences in half or more of the comparisons. School performance, 71%, showed over twice as many substantial differences related to socio-economic status as did the next highest cluster, characteristics, 34%. Other clusters where a fourth or more of the comparisons showed substantial differences were: self and peers, life skill development activities, and self and courses. Fewer than 10% of the comparisons on items in the clusters school attended and social behavior showed substantial differences related to socio-economic status. Half or more of the comparisons in eight areas yielded substantial differences when socio-economic status was examined. However, three of these areas did show sizeable percentages with substantial differences. NELS test scores yielded 100% differences. Three-fourths or more of the comparisons in the areas of discussing school with parents, and the NELS proficiency levels yielded substantial differences. At the other extreme five areas showed no differences of ten percentage points or more when socio-economic status was examined. Those areas were: running away, education about social behavior, chance of things occurring, school's characteristics, and potentially harmful substances. Only one specific item, chance of going to college showed a difference of 50 or more percentage points when socio-economic status was examined. However, there were differences of 30 or more percentage points between lowest and highest socio-economic quartiles in relation to several of the tests and some of the courses that students were taking.

REGION (2-70) (3-252)

The greatest percent of comparisons showing substantial differences appeared related to scholastic performance, 31%. Other clusters showing moderate differences included: self and peers, school attended, self and courses, characteristics, and life skill development. The smallest percents of comparisons yielding substantial differences appeared related to future and views of self. All of the comparisons in two areas, current friends, and NELS test scores showed substantial differences related to region. No other areas showed half or more of their comparisons with substantial differences. At the other extreme, 21 of the areas showed no comparisons yielding substantial differences and 11 others showed 10% or less of the comparisons yielding substantial differences. Almost no large differences appeared across regions. Only two specific items, no study halls and Baptist religious affiliation, showed a difference of 30 or more percentage points when region was examined.

SEX OF STUDENTS (2-70) (3-254)

Boys and girls showed very little difference in the way they responded to most items. Only comparisons in two clusters, life skill development activities and views of self, yielded 10 percent or more substantial differences when sex of student was examined.

The lowest percent, 2%, appeared for school attended. The low percentages of comparisons yielding differences in clusters such as scholastic performance, peer relationship, social behavior, and views of the future is important. Only one area, beliefs about sexual conduct, showed 50% or more of the comparisons yielding substantial differences and for that cluster only half showed such differences. At the other extreme, 25 areas showed no substantial differences and another 13 areas showed ten percent or fewer of the comparisons yielding such differences. There were few large differences between boys and girls. None as great as 40 percentage points difference appeared. Only two, taking shop courses and making decisions about whom to date, of the more than a thousand tests, showed differences of 30 percentage points or more.

URBANICITY (2-70) (3-255)

Urbanicity as defined in the NELS study appeared to make little difference in how tenth graders responded to most questions. The extent of urbanicity of the school and student's location only appeared to affect the school attended. Most other areas yielded 5% or fewer comparisons showing substantial differences. Even though it was the cluster showing the most substantial differences, only slightly more than a fourth, 26%, of the comparisons of responses related to school attended showed substantial differences. None of the comparisons related to views of self or self and peers showed substantial differences. Only comparisons in one area, school's characteristics, yielded more than half showing substantial differences.

4-H (2-71) (3-257)

Having been a 4-H member was included as a variable because the project was funded in part to look for effects of results. The respondents were grouped into four groups, based upon responses of eighth graders and their parents. Few differences appeared between those who had never been in 4-H and those who had at some time been a member. Among the seven items that showed differences of 10 or more points between nevers and those who were in 4-H in the eighth grade, two dealt with programs availability at their schools. Three were related to participation in various school and non school activities, one related to having worked on a farm, and one to religious affiliation. Most of the differences of ten percentage points or more were between new joiners (the eighth graders who said they were a member in the eighth grade and whose parents did not indicate that they had ever been in 4-H). There were substantial differences between this group and others in relation to NELS test scores and proficiency levels.

LIST OF MAJOR FINDINGS

This section provides a list of the highlighted findings as they appear in section III.

Part A: The Tenth Grader

CHARACTERISTICS OF TENTH GRADERS

LOCATION (3-5)

Almost three out of five tenth graders lived in suburban areas defined in this study as a metropolitan area but not in the central city. Fifteen percent lived in rural areas.

The smallest percent of tenth graders, one in five, lived in the Northeastern region, and the largest percent, over one-third, lived in the Southern Region.

PERSONAL CHARACTERISTICS (3-5)

There were slightly more boys, 50.3%, than girls 49.7%.

The majority of the tenth graders, three out of five, were born in 1974.

Socio-economic Status (3-6)

There was considerable range in the amount of schooling that the parents of the tenth graders had completed. More than one in ten had at least one parent with a graduate degree. At the other extreme, one in ten tenth graders had parents who had not completed high school.

Most, 87% of the mothers and 91% of the fathers were employed at the time of the survey. There was a great variation in occupations.

There was a marked difference in socio-economic status according to ethnic background.

Ethnicity (3-6)

Seven out of ten tenth graders were European Americans. About one in ten was Hispanic American, and slightly more than one in ten was African American.

Almost two-thirds of the Hispanic American tenth graders were of Mexican, Mexican-American, or Chicano heritage.

One in five of the Asian American tenth graders was of Filipino heritage. Somewhat less than one in five was of Chinese heritage.

All ethnic groups were found in the three urbanicity groups. However, the range in percent living in suburban areas (metropolitan not central city) was from 42% of African Americans to 60% of European Americans.

There was substantial difference across regions in the distribution of ethnic groups with 50% of the Asian-American and 44% of the Hispanic-American tenth graders living in the Western region and 64% of the African-American tenth graders living in the South.

Family Type (3-8)

Somewhat less than two-thirds of American tenth graders live with both of their original birth or adoptive parents.

About a third of those living with their father but not with their birth or adoptive mother were facing adjustment to a relatively new marital situation on the part of their parents.

Most of those who were living with someone other than their parents lived with one or more grandparents or one or more other adult relatives.

From 37% of African-American to 80% of Asian-American tenth graders were living with both birth or adoptive parents. The percent living with their mother only ranged from 2% of Asian Americans to 39% of African Americans.

The range in percent of family types in the lowest socio-economic status quartile was from 19% of those living with both parents to 39% of those living with someone other than either parent (mother only, 34%).

There was considerable less variation by location of family types. Over half of each family type lived in the suburbs. However, a disproportionate number of mother only families were in the South.

LANGUAGE (3-11)

Almost one tenth grader in five lived in a home where a language other than English was spoken. The range was from 7% of European American tenth graders to 76% of Asian-American and 82% of Hispanic-American tenth graders. However, among those from a second language home, only somewhat more than half indicated that the language was Spanish. A wide variety of languages were listed including French, Italian, German, and Polish.

Most of the tenth graders, 83%, who were exposed to another language in their home said they understood spoken English very well. Only 3% said they did not understand it at all or not well.

Over three fourths, 79%, said they spoke English very well. However, 4% said they did not speak English or did not speak it well.

Over three fourths, 79%, also said they read English very well. Again 4% said they did not read English or did not read it well.

Slightly fewer, 76%, said they wrote English very well. Again 4% said they did not write English or did not write it very well.

VIEWS OF SELF

SELF-CONCEPT (3-14)

Positive Statements

Most tenth graders felt good about themselves. However, although most agreed with the statement only about a third strongly agreed. Slightly less than ten percent disagreed with the statement. African Americans were much more likely to strongly agree than were European Americans.

Most tenth graders, over 90%, felt they were a person of worth but only about a third strongly agreed with the statement.

Most tenth graders were satisfied with themselves. However, only slightly more than a quarter said they strongly agreed with the statement.

Most, 92% of the tenth graders felt they could do things as well as most other people. A third strongly agreed with this statement.

Negative Statements

Although about half of the tenth graders agreed that they felt useless at times, less than one in ten strongly agreed with this statement. More than one in ten strongly disagreed with the statement.

Over a third of the tenth graders said they sometimes felt they were no good at all, but only 5% strongly agreed with the statement. One in five strongly disagreed with the statement.

Few students, 17%, agreed or strongly agreed with the statement indicating that they had little of which to be proud. Over a third strongly disagreed.

One in five of the tenth graders indicated that they felt emotionally empty most of the time. Over a fourth strongly disagreed with the statement.

When responses to the seven statements were combined into an index and the whole array divided into quartiles, African Americans were more likely to have higher self-concept scores than were other ethnic groups.

PERCEPTION OF OTHER STUDENTS' VIEWS (3-19)

Overview

When the students were asked to respond to eight descriptions of how they might be viewed by their peers, they were much more likely to say somewhat than to say either that others saw them as very much like the description or not like the description. The 29% saying that others saw them as a very good student was the highest response of any of the descriptions.

Four-fifths of the students said that the term not fitting any group did not fit them. Most, seven out of ten, did not think other students saw them as a troublemaker. About a third of the students did not think others saw them as athletic or as part of the leading crowd.

Social Descriptions

A quarter of the tenth graders thought others viewed them as very socially active. The majority thought they were viewed as somewhat active.

About a third of the tenth graders felt that others would not see them as part of the leading crowd. At the other extreme, 16%, thought they would be viewed as very much a part of the "in-group".

The vast majority thought they were somewhat popular. Close to the same percentages said not, 17%, and very, 13%.

Seven out of ten eighth graders did not think other students would see them as a trouble-maker. Only 5% thought others would see them as very much of a trouble maker.

Most tenth graders, 80%, did not believe that other students saw them as not fitting into any group at school. Only 4% were willing to say that they would very much be thought of as not fitting a group.

Special Abilities

Only one student in ten thought others saw them as not being a good student. However, only somewhat more than a fourth thought others saw them as a very good student.

More tenth graders thought others saw them as not athletic rather than very athletic. About half thought they were seen as somewhat athletic.

The majority of students saw themselves as somewhat important. However, over one in ten thought others did not see them as important and two in ten thought others saw them as being very important.

CONTROL OF LIVES (3-24)

Role of Luck

Most tenth graders, all except 29%, disagreed with the statement that chance and luck are very important. Somewhat less than a fourth strongly disagreed.

Most tenth graders, all except 13%, disagreed with the statement that good luck was more important than hard work. About a third strongly disagreed with the statement.

Almost one in four tenth graders agreed with the statement that they did not have enough control over their lives. Over half disagreed with the statement and another fourth strongly disagreed.

Slightly more than a fourth of the tenth graders agreed with the statement that something or somebody stopped them when they tried to get ahead. Only 15% strongly disagreed with the statement.

Success of Plans

More than one in five agreed with the statement that their plans did not work out. Slightly fewer strongly disagreed with the statement.

Most, four out of five felt that their plans usually worked out. Only 3% strongly disagreed with the statement.

Locus of Control Index

Socio-economic status and family type showed differences in the percent in the lowest and highest locus of control quartiles when locus of control scores were divided into quartiles. Ethnicity showed a substantial difference related only to the percent in the lowest locus of control quartile.

SELF AND PEERS

CURRENT FRIENDS AND COMPANIONS (3-28)

Most, almost nine out of ten, of the tenth graders said that some of their present friends were the same as their friends in eighth grade.

The majority, four out of five, indicated that they spent most of their time with people about their own age.

EASE OF RELATING TO OWN AND OPPOSITE SEX (3-29)

Slightly less than half of the tenth graders thought they got a lot of attention from members of the other sex. One in ten said the statement was false or mostly false as applied to them.

Most tenth graders, 71%, thought they made friends easily with girls. Only 6% said this statement was false.

Most, 72%, also said they made friends easily with boys. Only 4% said this statement was false.

Most tenth graders, 81%, disagreed with the statement that they did not get along well with girls. However, 3% said this statement was true.

About the same percentage, 80%, disagreed with the statement that they did not get along with boys. A few, 6%, said the statement was true or mostly true.

Most, about four out of five, of the tenth graders felt that they had good friends of their own sex. Only 2% indicated that the statement was completely false as applied to themselves.

Most tenth graders disagreed with the statement that it was difficult for them to make friends with their own sex. However, 6% said it was true or mostly true.

PEERS VIEWS OF IMPORTANCE (3-32)

The only items where there was considerable consensus among the tenth graders that their friends saw as being very important was finishing high school. The greatest consensus in agreement that something was not very important was volunteering, helping the community and religious activity.

Volunteering and helping the community was the activity that the highest percent of tenth graders, almost three out of five, thought their friends saw as unimportant. Only 2% thought their friends saw finishing high school as being unimportant.

About half of the teens said that their friends thought being popular was somewhat important. Somewhat over a third thought that their friends saw being popular with students as very important. Over one in ten thought their friends saw it as not important.

About one third thought their friends felt that having a steady was very important. About one in five thought their friends saw this as being not important.

MOST ADMIRED PERSON (3-34)

Almost one in ten, said they did not admire anyone and did not check any of the characteristics.

The five characteristics that seven out of ten of the tenth graders selected as characteristics of the person they most admired were: honesty, understands the respondent, intelligence, dresses well, and thinks the way the respondent does.

The three characteristics indicated by less than a third of the tenth graders were making a lot of money, having a good job, and driving a nice car.

Somewhat over half of the tenth graders selected a friend as their most admired person. Some, 15%, selected a spouse or significant other. About a fourth chose a relative including 13% who chose one of their parents. Only 7% chose someone other than a friend or relative.

Almost three-fifths of tenth graders chose someone 16-19 as their most admired person.

LIFE SKILL DEVELOPMENT ACTIVITIES

EXTRACURRICULAR ACTIVITIES (3-37)

Most schools had a wide variety of extracurricular activities available to high school students. The range in respondents saying that various activities were available at their school was from 36% saying their school had a swim team to 98% saying their school had a newspaper and/or yearbook.

Tenth graders appeared to be selective in the activities they chose, and, as a result, fewer than half indicated taking part in any one activity. The range in percent taking part in any one activity was from 4% taking part in pom-pom/drill team or swim team to 30% taking part in school academic clubs.

Over a fourth, 28%, of the tenth graders did not take part in any extracurricular activity at school. The average student took part in one or two. About one in ten took part in five or more.

Those tenth graders who took part in school sponsored activities usually spent from one to four hours a week.

Sports

Forty-nine percent indicated taking part in at least one of the eight sports listed.

The percentages taking part in specific sports were as follows: individual sport, 23%; basketball, 19%; football, 16%; baseball, 15%; other team sport, 14%; soccer, 7%; cheerleading, 6%; swim team, 4%; and pom-pom or drill team, 3%.

Other School Activities

Only slightly more than half, 55%, of the tenth graders took part in a school activity other than sports. Only slightly more than a quarter, 28%, took part in two or more such activities.

The percentages taking part in activities other than sports were as follows: school academic club, 30%; school band or orchestra, 21%; FTA, FHA, FFA, 12%; school play or musical, 11%; school service club, 11%; yearbook or newspaper, 9%; academic honor society, 8%; school hobby club, 7%; and student government, 7%.

NONSCHOOL ACTIVITIES (3-45)

Overview

Learning and service activities were the activities which the largest percentage of tenth graders said that they rarely or never did.

The four most frequently indicated daily activities (every day or almost every day) all involved social action. One activity, talking with friends on the phone, was indicated by twice as many tenth graders as the next most frequent daily activity, talking with or doing things with a parent.

The most frequent weekly (once or twice a week) activity was visiting with friends at a local hangout. Talking or doing things with a parent was second.

Social Activities

Even with the differences that appeared among subgroups, it was very clear that socially interactive activities were the most frequent leisure activities of tenth graders regardless of personal characteristic.

Tenth graders were also divided in terms of whether they believed their friends thought partying was important. The greatest percentage said somewhat important, with equal percentages, about a fourth, saying not important and very important.

There was considerable range in the frequency with which tenth graders talked and did things with their parents or with other adults. However, most tenth graders were interacting fairly frequently with adults. The variables examined showed fewer differences than were found for interacting with peers.

Sports

Somewhat more than two-thirds of the tenth graders spent at least some of their leisure time in sports activities.

Tenth graders were divided in terms of whether they believed their friends thought playing in sports was important. The greatest percentage said somewhat important, with more saying very important than saying not important.

Other Activities

Three-fourths of the tenth graders engaged in at least one of three solo activities in their leisure hours. They were much more likely to work with hobbies or read for pleasure than they were to use a personal computer.

Over two-thirds of the tenth graders did not take part in either of the two kinds of educational activities in the survey. Less than one in ten took both art, music, or dance classes and some kind of sports lesson.

Slightly less than half took part in one of the three other organized activities included in the list of possible uses of leisure time. Slightly less than half said that they sometimes took part in religious activities; about a third took part in a youth group or recreation program, and about one in five said they did some community service.

Almost three-fifths of the tenth graders believed that their peers thought it was not important to do community work or volunteer.

RELIGION (3-56)

Most, almost three-fourths of the tenth graders, thought of themselves as being at least a somewhat religious person.

Slightly more than one-half of the tenth graders said they attend church services at least twice a month. One fifth said they never attended services.

Most, 90%, of the tenth graders indicated some kind of religious affiliation. The largest percentages were 25% Catholic and 23% Baptist.

Almost half of the tenth graders believed that their peers did not think that it was important to participate in religious activities.

READING AND VIEWING (3-58)

Four fifths of the tenth graders said they did some reading for pleasure. Over half indicated they spent two hours or less per week.

Almost all, 95% and 96%, tenth graders watched television both during weekdays and on weekends. Over a third watched three or more hours on weekdays and over half watched five or more hours per day on weekends.

WORKING FOR PAY (3-60)

Three fifths of the tenth graders had worked for pay at some time in their life. Over a fourth were working during the school year.

The average student (mean) worked between 11 and 20 hours a week.

Over half of the tenth graders worked in service jobs.

Three-fifths of the tenth graders earned between $3.35 and $4.99 an hour.

Holding a steady job appeared to be important to tenth graders. Only one in five said that their friends said this was not important.

COMPARATIVE IMPORTANCE AS VIEWED BY FRIENDS (3-64)

There was considerable variation in what tenth graders thought their peers viewed as important. More were likely to say that something was not viewed as being important than were likely to say that it was viewed as being very important. The majority, about 50%, considered all five items as somewhat important.

SOCIAL BEHAVIOR

RUNNING AWAY FROM HOME (3-65)

About one in twenty tenth graders said they had run away from home during the last two years.

SEXUAL CONDUCT (3-65)

Only one in five tenth graders said it was very important to be married before having sexual intercourse. Twice as many said it was not important.

About one tenth grader in ten said they would consider having a child if they were not married. Less than two-thirds said no to this question.

Less than 5% had or were expecting a child.

POTENTIALLY HARMFUL SUBSTANCES (3-67)

Most, more than four out of five tenth graders, had a drink of alcohol at sometime during their lives. About a fourth had had one or more drinks on at least twenty occasions by the time they reached this point in tenth grade.

Some were heavy drinkers. Somewhat less than a fourth of the tenth graders indicated consuming five or more drinks in a row at least once during the two weeks before the survey. Over three-fourths said they had never taken five drinks in a row.

Most, 82%, of the tenth graders stated that they did not smoke at all. Another 10% said they smoked fewer than five cigarettes per day.

Considerably fewer students used marijuana than used alcohol. The majority of the tenth graders, 79%, had never used marijuana. Among the 21% who had used marijuana, 8% had used it on 3 or more occasions within the last twelve months while 4% used it 3 or more times within the last 30 days.

Three percent of the tenth graders had used cocaine. Approximately two percent had used cocaine, including crack, 3 or more times in their lifetime, probably all within the previous year.

EDUCATION RELATED TO SOCIAL BEHAVIOR (3-70)

More than four out of five, 82%, tenth graders said they had received alcohol or drug abuse education in high school.

About two-thirds said they had received education about AIDS in high school.

About two-thirds also said they had taken part in an sex education program in high school.

EXPECTED FUTURE LIFE

IMPORTANT IN THE FUTURE (3-71)

The percent indicating that each of 13 conditions was very important to them as they saw their future ranged from 18% saying getting away from their parents to 85% being able to find steady work was very important.

Only 1% said that being successful in a line of work was not important as compared with 50% saying getting away from this area was not important.

Importance of Work, Money, and Leisure

It was very important to most tenth graders that they find steady work, 85%, and that they be successful in their future line of work, 84%.

Most tenth graders wanted to see some leisure in their future but fewer, 65%, saw it as very important. More saw leisure as very important than saw having a lot of money as very important.

Although having lots of money in the future was of at least some importance to most tenth graders, the percent saying it was very important, 44%, was not as high as the responses to the work related item.

Importance of Having Friends and Own Family

Having strong friendships was very important to four-fifths of the tenth graders.

Finding the right person to marry was also very important to over three-fourths of the tenth graders.

Fewer than half of the tenth graders said that having children was very important to them. Almost a fifth said it was not important.

About three-fourths thought it was very important to give their children better opportunities than they had had.

Service

Helping others in the community was seen more often as somewhat important than it was seen as very important. About a third saw community service as very important.

A higher percentage thought that working to correct economic inequities was very important in their future. However, less than half saw such activity as being very important.

Future Location as Related to Present Location

Tenth graders were divided in terms of the extent to which it was important for them to live near their family and relatives. About a fourth said it was very important and less than a fourth said it was not important. The majority said it was somewhat important.

Less than one eighth grader in five thought that it was very important for them to get away from their parents in the future. More than two in five said it was not important.

Only one tenth grader in five thought it was very important to their future to get away from where they lived. Half thought it was not important.

CHANCES OF THINGS OCCURRING IN THE FURTURE

Overview

Most tenth graders saw a high chance that several of the items would occur in their future. They were most likely to feel there was a high chance they would graduate from high school, 93%. They were least likely to feel there was a high chance that their children's lives would be better than their own, 53%.

Few tenth graders said there was a low (low or very low) chance that various things would occur. The highest percentage was 12% saying that the chances they would go to college were low.

Economic

Tenth graders were optimistic about getting good paying jobs. Almost forty percent rated their chances very high and another 37% rated them as high.

The tenth graders did not seem to distinguish between a good paying job and a job they enjoyed. Over two-fifths felt their chances of getting an enjoyable job were very high.

Although over two-thirds of the tenth graders said the chances of their owning their own homes were above fifty-fifty, only somewhat more than a third indicated that they were very high.

Family Life

Most tenth graders, over four-fifths, thought there was more than a fifty-fifty chance that they would have a happy home life. Two-fifths rated the chance as very high.

Most, 61%, thought that there was more than a fifty-fifty chance that they would have a better life than their parents. Over a fourth rated the chances as very high.

Many tenth graders have faith that the future is going to get better instead of worse. Over half said there was more than a fifty-fifty chance that their children's lives would be better than their own, including almost a third who said the chances were very high.

Acceptance

Almost two-thirds of the tenth graders felt there was more than a fifty-fifty chance that they could live anywhere they wanted to including 30% who said that the chances were very high.

More than 70% of the tenth graders said there was more than a fifty-fify chance they would be respected in their communities, including 29% that said the chances were very high.

Health and Friends

Most tenth graders expected to have good health. Over three-fourths said there was more than a fifty-fifty chance that their health would be good including over a third who said the chances were very high.

Over 80% said that there was more than a fifty-fifty chance that they would have friends they could count on including 42% who said the chances were very high.

PART B: Family Characteristics and Relationships

TENTH GRADERS' FAMILIES

HOUSEHOLD MEMBERS (3-82)

Almost all, 98%, of the tenth graders had an adult female in a parental role. The birth or adoptive mother was present in 88% of the households, a stepmother in 3%, and some other adult female in 7% of the households.

Most, 88%, of the tenth graders had an adult male in their household in a parental role. The birth or adoptive father was present in 66% of the households, a stepfather in 12%, and some other adult male in 7% of the households.

Most tenth graders, 94%, had at least one brother or sister in their household.

Less than one in ten, 7%, had one or more grandparents in their household.

Some students had other relatives in their household. In 5% of the households there was another relative under 18 years of age. In 10% there was a relative over 18.

A few households included someone other than a relative, 2% someone under 18, 4% someone over 18.

A few households included the teen's new family. The 10th grader's spouse was present in 2% of the households and a boyfriend or girlfriend in another 1%. The teen's own child or children were present in 4% of the households.

Over a third of the tenth graders, 37%, said that they baby sat or took care of a younger child in the family.

FAMILY TYPE (3-86)

About two-thirds, 65%, lived with both their natural or adoptive parents. Slightly under 15% lived with one parent and a stepparent. About one in five lived with only one parent. A few, 2%, lived with someone other than a parent.

Ethnicity, socio-economic status and region showed differences in the percent living with both parents. Ethnicity also showed a difference in the percent living with a stepparent. Sex of student showed a difference related to living with a father and stepmother or living only with the father and living with someone other than either parent.

SELF AND FAMILY

POTENTIALLY DISRUPTIVE EVENTS (3-89)

Only 38% said that during the previous two years they had experienced none of a list of 19 events which might be traumatic.

Over a fourth of the tenth graders had had a close relative die during the previous two years. One in five had experienced moving to a new home. Almost as many, 15%, indicated that their mother had started work. One in ten indicated that a family member had become seriously ill or disabled.

A very small percent had lost a parent (father 1%, mother < 1%) during the previous two years. However, over a fourth, 29%, had had a close relative die.

Three percent of the respondents had become seriously sick or disabled during the year, but 11% had had someone in their family become seriously sick or disabled.

More than one youngster in twenty had experienced a change in their parent's marriage during the previous two years. Slightly more, 8%, said that their parents had divorced than said that one or more parents had married, 6%.

One in five indicated that their family had moved to a new home during the two years. Only one percent indicated that they had become homeless for a period of time.

The most frequent change in parent's employment was that the mother had started work, 15% (fathers, 4%). About one in twenty had experienced one of their parents loosing a job during the previous two years (mother 5%; father 6%).

About one tenth grader in twenty, indicated that a sister became pregnant, 5%, and/or sister or brother dropped out of school, 4%.

Apparently severe economic changes which meant a different relationship with welfare either were not experienced by the tenth graders or they chose not to indicate them. Only 1% indicated that their family went on welfare; 1% indicated that their family went off welfare; and 2% said that the family stayed on welfare.

FAMILY RELATIONSHIPS (3-92)

Relationship with Parents

Almost three-fifths thought their parents understood them. However, about one-fourth of the tenth graders thought their parents usually did not understand them.

About one in five felt they did not adequately understand their parents' reasons. On the other hand, about half said this usually was not the case in their family.

Other Relationships

One in ten tenth graders did not feel that their parents trusted them. Almost two-thirds were very sure of their parents' trust. The remainder varied in their surety.

About one in ten tenth graders did not think that their parents treated them fairly. Two in five thought their parents definitely treated them fairly.

About one tenth grader in ten said they often counted on their parents to solve their problems. Over half said that they did not.

Parents' Pride In The Tenth Grader

Almost one in ten felt that they would not be a source of pride for their parents in the future. About two-thirds thought they definitely would bring pride to their parents.

One in five tenth graders felt that their parents were unhappy with them or disappointed at least some of the time. Two in five thought the statement definitely false as it applied to them.

Emotional Reactions To Parents

Although the majority of the tenth graders liked their parents, 7% agreed with the statement that they did not like their parents very much. Over three-fifths said the statement was false.

Most tenth graders, 85%, thought they got along well with their parents. However, only 40% indicated that they felt the statement was completely true.

About one in ten tenth graders said that they couldn't get along with one birth parent. About a fourth of those living with one birth parent and another parent said that they could not get along with the step or foster parent.

Over one in ten said that their parents did not get along well together. At the other extreme, about two thirds thought their parents did get along well.

Over a fourth definitely did not think that their family would be similar to the one they shared with their parent(s). About two-fifths expected their future family to be similar.

Getting Along With Other Family Members

About one in ten tenth graders (brothers, 10%; sisters, 11%) said that they didn't get along with one or more siblings (including step or half brothers or sisters.)

A very few, 2%, said they could not get along with their grandparents, and a few more, 6%, said they could not get along with other relatives.

Almost two-thirds, 63%, responded that they got along with all the people in their family.

PARENTAL MONITORING (3-99)

There was considerable variation in the extent to which tenth graders said their parents monitored their activities. Parents were most likely to require the tenth grader to help around the home and least likely to limit the amount of time spent watching television or playing video games.

Homework

About three out of five said that their parents checked at least sometimes to see if their homework was done. About one in five said that they never checked.

About half of the parents helped with homework at least sometimes. Over half rarely or never helped.

Privileges and Grades

Three-fifths said their parents gave them special privileges if they earned good grades. About one in five said their parents never rewarded grades with special privileges.

About half of the tenth graders said that at least sometimes their parents limited privileges when they showed poor grades. A fourth said this never occurred.

Other Monitoring

Most tenth graders, 82%, said their parents required them to help around their home. Only 5% said they were never expected to help.

Only about a third of the tenth graders said that their parents limited the amount of time they could spend watching television or playing video games. Over two-fifths said their parents never limited these activities.

Two-thirds of the tenth graders said that at least sometimes their parents tried to limit the amount of time they spent with their friends on school nights. One in five said that their parents never tried to do so.

There was considerable variation in the hour that tenth graders were expected to be home on a school night. About two thirds were expected to be in at least by 10:00.

AMOUNT OF ATTENTION GIVEN BY PARENTS TO VARIOUS ACTIVITIES (3-104)

Over half of the tenth graders said their parents paid a lot of attention to where they went at night. The fewest said their parents gave a lot of attention to knowing what the tenth grader did in his or her free time.

Concerns with Time and Place

Most, about four out of five, tenth graders said their parents made at least some attempt to know where they went at night. A few, 6%, said their parents made no attempt to know.

About three-fifths of the tenth graders thought their parents made at least some attempt to know where they were after school.

About three-fifths of the tenth graders thought their parents made at least some attempt to know what they did with their free time.

Friends

Almost three-fourths of the tenth graders said their parents made some attempt to know their friends. However, somewhat less than two out of five said their parents made a great attempt to do so. Somewhat less than one in ten said their parents made no attempt to do so.

Slightly over half of the tenth graders said that their parents knew the parents of some of their close friends. Over a fourth said they knew many of them. About one in five said their parents didn't know any of the friends' parents.

Other

About three-fifths of the tenth graders felt their parents made at least some attempt to know how they spent their money. Over one in ten felt that their parents did not pay any attention.

WHO MAKES DECISIONS (3-107)

Overview

Relatively few tenth graders portrayed decision making in their family as being joint. The range was from 8% saying that they and their parents jointly decided how the tenth grader would spend his or her own money to 28% saying that they and their parents jointly decided whether to go to college and how late to stay out.

Either the tenth graders were very much in control of their own decisions or they wanted to appear that way. The range in the percent saying they made their own decisions without discussing them with their parents was from 9% deciding upon how late to stay out to 70% saying they decided each of the following: being able to spend their money; being in school sports, and being in school activities.

Very few tenth graders saw their parents as arbitrarily making decisions for them without at least discussing the decision with them. However, over a third said that their parent(s) alone made the decision about the age at which the tenth grader could leave school and how late they could stay out. At the other extreme, only 2% said that their parent(s), without discussion, decided whether they could take part in school activities.

Social Activities

Decisions about dating showed a fairly mixed pattern. One out of ten said their parents made the decision. Over a third said there was discussion, and about half said they made this decision without consulting their parents.

Over three times more parents than tenth graders made the decision of how late the tenth grader could stay out without discussing it. Almost three-fifths reached a decision through discussing together, although it was viewed as a joint decision in only about a fourth of the cases.

Almost two-thirds of the tenth graders said they made their own decisions about who their friends would be without discussion with their parents. About a fourth indicated discussion. A few, 6%, said their parents made this decision.

School Decisions

Somewhat more tenth graders decided on the classes they would take after discussing with their parents, 54%, than decided on their own, 44%.

Most, seven out of ten, tenth graders said they did not consult their parents when they made their decision about whether or not to take part in school sports. Almost three in ten said that there was some discussion.

The same proportion held for decisions about taking part in school activities.

There was a closer to equal division in decision making about the age at which the tenth grader could leave school. The largest percent, over a third, said parents made this decision; the next largest, again over a third but not quite as many, said it was made through discussion. A fourth said that they made (would make) the decision without consulting their parents.

Well over half of the tenth graders said that they discussed going to college with their parents. Over a third said they made their decision without consulting their parents. Somewhat less than one in ten said their parents made the decision for them.

Economic Activities

More tenth graders, almost three fifths, indicated discussing whether or not they could have a job than made that decision without consulting a parent.

The majority, seven out of ten, said they spent their money without consulting their parents. Somewhat more than a fourth said that there was discussion and a very few said that their parents made the decision.

DISCUSSING SCHOOL WITH PARENT(S) (3-115)

Although most tenth graders occasionally talked to their parents about school, few did so frequently. The topic that the largest percentage (fewer than half) said they talked about was grades.

Preparation of ACT/SAT test and transferring to another school were the topics about which the highest percentage of students, over half, said they never talked to their parents.

Almost half of the tenth graders said that they and their parents often discussed grades during the first half of the school year. About one in twenty said they never did so.

Only one tenth grader in five said they had often discussed selecting school courses and programs with a parent or guardian during the first half of the school year. Almost one in five said that they had never done so.

One in five said they often discussed things studied in class and one in five said they never did so. The majority, three in five, talked about them sometimes.

One in four said they had discussed school activities often. At the other extreme, one in five said they had never discussed school activities with a parent or guardian during the first half of the school year.

About one tenth grader in twenty said they often talked with a parent or guardian about transferring to another school. Almost three-fourths said they never talked about this topic.

About one in ten said they frequently talked with their parents about the ACT or SAT test during the first half of the school year. Over half said they had not discussed this topic at all.

Over a third said they had often discussed going to college with a parent or guardian during the first half of the year. One in ten said they had never done so.

PARENT'S INVOLVEMENT IN SCHOOL

WARNINGS ABOUT TENTH GRADERS' SCHOOL ADJUSTMENT (3-119)

Over twice as many parents of tenth graders had received warnings from the school about grades, 38%, as about behavior, 16%. A small percent, from 4% to 7%, had received more than two warnings.

Over three in five said their parents had not received any warnings about grades this school year. However, almost one in ten said that their parents had received three or more warnings.

Three-fourths of the tenth graders said that their parents had not been warned about their attendance. One in twenty said that their parents had received three or more warnings during the first half of the school year.

Over four out of five said their parents had not received any warnings about their behavior. A few, 4%, said there had been three or more warnings during the first half of the school year.

PARENTS' SCHOOL ACTIVITIES (3-121)

When four kinds of school contact were explored, tenth graders were most likely to say their parents had been in contact with the school through speaking with one of their teachers or their counselor. Parents had been least likely to have volunteered to help at school.

About a fourth indicated that their parents had been in touch with their school teachers or counselors more than twice during the year. Two in five said there had been no such contact in the first part of the year.

During the first half of the school year, about a third of the tenth graders said their parents had attended a school event in which they participated. Over two in five had not attended any such event.

Only somewhat more than one in ten tenth graders said that their parent(s) had attended more than two school meetings during the first half of the year. Almost half said that they had not attended any meetings.

About three-fourths of tenth graders' parents had not volunteered at school during the first half of the year. However, a few, 7%, had served as a volunteer three or more times.

PART C: Tenth Graders and School

SCHOOL EXPERIENCES

SCHOOL PROGRAM (3-125)

The largest percent of tenth graders, 44%, was enrolled in a general high school program. About a third were enrolled in a college preparatory program and one in ten was enrolled in a vocational-technical or other career-oriented program.

SPECIAL PROGRAMS (3-127)

Over a fourth, 27%, said they were in an advanced placement program in high school.

Somewhat less than one in five indicated they had taken a Bilingual, Bicultural Program, 17%, or an English as Second Language Course, 12%, in high school.

SCHOLASTIC PERFORMANCE (3-128)

Grades (3-128)

Somewhat over half of the tenth graders said that getting good grades was very important to them. Only about one in ten said that grades were somewhat or not important.

C is not an average grade for tenth graders. Students recalled more A and B grades than they did C or D and below. The range in percent saying they got mostly A's and B's was from 34% in History to 40% in English. Only about a fourth of the tenth graders reported getting mostly C's or lower grades in the four basic subjects. The range was from of 21% in History to 28% in Math.

NELS Test Scores (3-132)

Almost half of the tenth grade students from the lowest socio-economic quartile were in the lowest quartile on the tenth grade test scores. Ethnicity and family status also showed substantial differences.

The same characteristics showed substantial differences in the percent in the highest scoring group. Less then one in ten of the tenth graders from a family with low socio-economic status placed in the high scoring group as compared with approximately two of five of those from the highest quartile.

Proficiency Levels (3-136)

Somewhat over one in ten tenth graders was judged as being below Level I in Math; one in five was judged as being at Level 4.

Somewhat more than one tenth grader in ten was judged to be below proficiency Level 1 in reading. Almost half were judged to be at proficiency Level 2.

RECOGNITION (3-138)

Over half, 53%, of the tenth graders said they had received at least one of the kind of recognitions asked about during the first half of the year.

The most frequently indicated recognition was recognition of good grades, 33%. The least frequently indicated was a community service award, 4%.

A third of the tenth graders said they had been recognized for earning good grades during the first half of the year.

More than one in ten, 16%, said they had received academic honors during the first half of the year.

Somewhat more than one in ten, 14%, said they had been recognized for good attendance.

About one in ten said they had participated in a mathematics or a science fair during the first half of the school year.

About one in ten said they had received recognition for an essay or poem they had written.

About one in ten said they had been named most valuable player during the first half of the year.

About one in ten said they had been elected to a class office.

Fewer than one in ten said they had taken part in a voc-tech competition

Less than one in twenty said they had received a community service award during the first half of the year.

BAD EVENTS HAPPENING AT SCHOOL (3-140)

Students were most likely to say they had something stolen at school during the first half of the year. They were least likely to have been in a physical fight or been offered the opportunity to buy drugs.

More than two in five had had something stolen during the first half of the year.

Almost a fourth said they were threatened with hurt at school during the first part of the year.

Less than a fifth had been in a physical fight at school.

Most tenth graders, 83%, said they had not been offered drugs at school during the first half of the school year.

SCHOOL BEHAVIOR

INAPPROPRIATE STUDENT ACTIONS (3-143)

The range in the extent to which tenth graders indicated seven inappropriate school behaviors had happened to them was from 1% being transferred to a different school for disciplinary reasons to 75% saying they had been late at least once during the first half of the school year.

Students were most likely to indicate that they had been late several times during the first half of the year. About 1% said they had been suspended several times during the first half of the year.

Being late to school was not unusual for tenth graders. Only a fourth said they had not been late any days during the first half of the year. Two out of five tenth graders had cut some classes during the first part of the school year.

Almost half had been in some kind of trouble over school rules.

More than one in ten tenth graders had received an in-school suspension during the first half of the year.

Slightly less than one in ten said they had been suspended from school or put on probation during the first half of the school year.

Only 1% said they had been transferred to a different school for disciplinary reasons.

A few, 3%, of the tenth graders said they had been arrested during the first half of the school year.

Absences

Only 14% said they had not missed any school during the first half of the school year. About the same percentage had been absent more than ten days.

Two-thirds of the tenth graders gave illness as their reason for the last time they were absent. However, one in ten said they just didn't feel like going to school.

School's Response to Absences

Two out of five said the school did nothing about their absence. In about two out of five cases the school called the student's home. One in ten schools sent a letter. In a few cases, 2%, someone from school visited the tenth graders home and/or the tenth grader had to see a counselor.

Only somewhat more than a fourth, 28%, of the tenth graders said that a teacher, counselor or other adult at school asked them where they had been. A few, 6%, said that a teacher had been mad or put them down in class because they had been absent.

About one in five, 21%, said they fell behind when they were absent. Only 15% said they did not need help with their homework after they were absent.

Over half, 55%, said that their teachers helped them to catch up. Over half, 53%, said that other students helped them, and some, 8%, indicated that someone else helped them to catch up.

HOMEWORK AND STUDYING (3-151)

Over a third of the tenth graders did little or no homework at school. Only somewhat more than one in ten averaged at least two hours on homework at school.

Almost two-thirds said they did not have a study hall in a typical day.

The vast majority of tenth graders indicated spending less than an average of an hour a day on homework out of school. A third said they spent less than an hour a week on homework outside of school.

The subjects seemed to make little difference in the amount of time spent in or out of school on homework. Over 70% said they spent an hour or less per week on homework in school per week and slightly over 60% said they spent an hour or less per week out of school on Math, Science, or English homework.

Even with not spending many hours on homework, most, 82% said they rarely or never went to class without having their homework done. However, almost one in five who said they often or usually went to class without having completed their homework.

One in ten often or usually went to class without paper and pencil; almost the same number often or usually went to class without books.

DROPOUTS

WHAT HAPPENED TO THE EIGHT GRADE SAMPLE; PERCENT OF DROPOUTS (3-153)

From 7% to 8% of the eighth graders in the study had dropped out of school before the tenth grade.

DEMOGRAPHIC CHARACTERISTICS OF DROPOUTS (3-154)

Relatively few of those who were 15 or 16 at the time of the study had dropped out of school. Over a third of those who were eighteen or older in 1990 had left school without completing the tenth grade.

The difference in the percent of boys, 11%, and of girls, 10%, dropping out was very slight.

The percentages of each ethnic group that had dropped out of school by the time the study was taken were as follows: Asian American, 2%; European American, 4%; African American, 8%; Hispanic American, 10%; and Native American, 11%.

Youngsters from the lowest socio-economic status quartile, 13%, were most likely and those from the highest quartile, 1%, were least likely to have dropped out of school by the time they were in the tenth grade.

DROPOUTS' FAMILIES (3-155)

Among the dropouts slightly over one in ten said they had a spouse living in their household. Less than one in ten said that a boy or girl friend lived in their household.

About one in five of the dropouts said that they had a child of their own living in their household.

Two-fifths of the dropouts did not seem to have a father or father substitute in their household. About a third of the dropouts said that they were living with their father, 16% a stepfather, and 14% some other adult male.

Many more, seven out of ten, said that they were living with their mother, 70%, another adult woman, 16%, or a stepmother, 3%.

Only 1% of those showing none of the family risk factors identified by the NELS staff in 1988 had dropped out of school as compared with 12% of those who two or more family risk factors.

SCHOOL PERFORMANCE (3-157)

Students in a general high school program were most likely to drop out of school and those in a college preparatory program were least likely to do so. Among the dropouts 66% were in the general program, 6% in a vocational program, and 1% in a college preparatory program.

Excelling In School

Although considerably more dropouts scored in the lowest quartiles on the NELS tests, a few of the dropouts were in the highest quartile - 67% lowest quartile to 4% in the highest on overall score.

There were differences in the various components. The percent of dropouts in the lowest quartile ranged from 51% in Science to 69% in Math. The percent of dropouts who placed in the highest quartile on the tests ranged from 3% in Math to 5% in History.

Over twice as many of the dropouts, 29%, were judged to be under Level 1 in reading proficiency as were those in school, 11%. Only one in five of the dropouts were judged to be at Level 2 as compared with half of those who remained in school.

Almost three times as many dropouts, 30%, were judged to be below the first proficiency level in math as were those who remained in school, 11%. However, only .1% of the dropouts were in the top level in math proficiency as as compared with 24% of those who remained in school.

Although more of those who dropped out showed a higher number of school risk factors than did those who remained in school, some youngsters who had low risk scores in the eighth grade had dropped out of school by the time their cohorts reached the tenth grade and many who showed higher risk were still in school.

Language

The fact that another language was spoken at home did not seem to be a major factor in school drop out. Among those who dropped out of school 27% said another language was spoken at home as compared with 22% of those still in school.

Among those who said another language was spoken at home, two-thirds or more of the dropouts felt they could deal with English very well as compared with about 80% of those who remained in school.

VIEWS OF SELF (3-159)

There appeared to be a slight difference between those still in school and those who had dropped out of school in terms of self-concept - 33% of the dropouts had a low self-concept as compared with 27% of those who remained in school; 18% of the dropouts had a high self-concept as compared with 25% of those who remained in school.

The difference was a little greater when locus of control was examined -- 40% of those who had left school had a low locus of control score (external control) as compared with 24% of those still in school; 18% of the dropouts had a high score (self-control) as compared with 25% of those still in school.

EMPLOYMENT (3-160)

Current hourly wages indicated by dropouts showed a similar range to those indicated by students in school.

The only substantial difference between dropouts and those presently in school in terms of the percent expecting to be in particular kind of work when they were thirty appeared related to professional work such as law, science, medicine. There was very little difference in the percent expecting to be a homemaker and not holding a job or those expecting not to work.

CLOSENESS WITH DROPOUTS (3-162)

Fifteen percent of all tenth graders had one or more siblings leave school before completing high school. Ten percent indicated one and 5% indicated two or more of their siblings left school.

One-fourth said that at least some of their friends had already dropped out of school. However, only 2% indicated that most or all of them had done so.

FUTURE EXPECTATIONS

AMOUNT OF SCHOOLING (3-162)

Tenth Graders' Expectations

Almost all tenth graders, 98%, expected to graduate from high school.

Most, 91%, of the current tenth graders thought they would complete high school in two more years.

Most tenth graders thought they would continue their education after high school. About three-fifths were very sure they would continue.

Almost four-fifths of the tenth graders expected to complete at least two years of schooling beyond high school. Over half expected to graduate from college and within that total, more than one in ten expected to earn a master's degree or equivalent and more than one in ten expected to earn a doctorate or equivalent.

About three-fifths of the tenth graders expected to go on to college right after high school. Some, 17%, expected to wait a year or more, and some, 10%, didn't know when they would go to college.

Parent's Expectation About Amount of Schooling

Most tenth graders thought their parents wanted them to continue their schooling beyond high school. Over half thought that their parents wanted them to complete college.

Beliefs About Others' Views Expectations of More Schooling

Many tenth graders felt that significant others wanted them to go to college. The range in percent of tenth graders feeling people expected them to go to college was from about a third thinking the coach and/or their friends expected them to do so to two-thirds saying their mother expected them to do so (father or close relative, three-fifths; school counselor or favorite teacher, somewhat more than half).

Chance of Occurring

As indicated earlier, most eighth graders thought they would graduate from high school. However, only somewhat more than half of the Hispanic-American tenth graders indicated that chances were very high as compared with over three-fourths of European American tenth graders.

Almost half of the tenth graders said that the chances they would go on to college were very high. Only 13% said the chances were very low or low. Socio-economic status made considerable difference in how tenth graders saw their chances of going on to college.

FACTORS INFLUENCING CHOICE OF COLLEGE (3-169)

Overview

The availability of specific courses, reputation of academic programs and availability of financial aid were mentioned as very important by more than half of the tenth graders.

Over half of the tenth graders rated religious environment and living at home as being unimportant to their choice of college.

Economic Factors

College expenses were at least of some importance in choosing a college. Expenses were very important for almost half.

Over half of the tenth graders said that the availability of student aid would be very important in their choice of college. More than one in ten said that it would not be important.

The college's job placement record also was important to many tenth graders. Two-fifths said that job placement record was very important. More than one in ten said it would not be important.

Opportunities

Courses and programs were important to almost all tenth graders as they decided upon the college they would choose. Three of five said this was a very important factor. Only 6% said it was not important.

Although most paid some attention to the social life available at a college, less than a third said this was a very important factor. Sixteen percent said social life was not a factor.

School's Reputation

Most were at least somewhat concerned about the academic reputation of the school. Somewhat over half said this was a very important factor in their choice of college.

Less than a fourth of the tenth graders considered athletic reputation very important in their choice of college. Two-fifths thought it was not important.

Ease of Admission

Admission standards were somewhat important to about half of the tenth graders. More, 32%, said they were not important than said they were very important, 20%.

Location

Although somewhat more than one in ten of the students said it was very important for them to live at home and attend college, over half said this was not important.

About twice as many tenth graders said it was very important for them to get away from home than said it was very important to live at home. However, less than a fourth said that living away from home was a very important factor in their choice of a college.

Environment

Although one tenth grader in ten said it was very important that the college they chose provided a religious environment, this was viewed as not important by almost three-fifths of the tenth graders.

It appeared that most tenth graders were somewhat uneasy about a college being in a crime environment. However, less than half said this was a very important factor in their choice of a college.

OTHER EXPECTATIONS (3-175)

Nondirective Responses

Most tenth graders felt that people close to them had expectations about what the tenth grader was to do after high school. Very few thought that those close to them thought they should do what they wanted. The range in percent saying that someone wanted them to do what they wanted was from 6% saying the coach to 29% saying their friends expected the tenth grader do what he or she wanted to do.

Most tenth graders felt that others cared about what they chose to do. The range was from 1% saying they didn't think their father or their mother cared to 7% saying they didn't think their friends cared what they did.

For the most part tenth graders apparently were getting clear views from people close to them in regard to what others expected them to do after high school. However, about a fourth said they didn't know what the school counselor thought they should do after high school (favorite teacher, 23%; coach, 22%).

Specific Activities Other Than School

Few thought that others wanted them to get a full-time job. The highest percent was 4% thinking that their mother, their father, and/or a close relative thought they should get a full-time job after high school.

In most instances, less than one percent indicated that the specific person wanted them to get married. The highest percentage, 2%, appeared for friends.

There was also little variation in the percentages indicating various people expected them to go into the military. The range was from 1% of the school personnel to 3% feeling their fathers wanted them to go into the military.

Again the range in percent wanting the tenth grader to go to a trade school or into an apprenticeship was low, 1% of friends and coaches to 4% of mothers.

None of the variables showed substantial differences.

Most Frequent Expectations According to Relationship to Student

All of the others were most likely to expect the tenth grader to continue their education. Friends showed the greatest diversity in the tenth graders' views of their expectations.

Parents. Tenth graders most frequently thought their parents wanted them to go on to college (60% father; 67% mother). The next most frequently indicated expectation was do what I want (15% father; 16% mother). From one to four percent indicated each of the other choices.

Relatives. The responses related to other relatives than their parents were very similar to the perceived desires of the parents - 60% go to college, 17% do as you want, from 1% to 3% indicating other choices.

Friends. The most mixed responses came in relation to friends (38% go to college; 29% do what you want).

School Personnel. Over half of the tenth graders thought the school personnel included in the survey wanted them to go to college - school counselor 55%; favorite teacher, 54%; and coach 32% (low because 35% said they didn't work with a coach). For all three, counselor, teacher and coach, about a fourth said they didn't know what the school person expected them to do.

TENTH GRADERS EXPECTED OCCUPATION (3-178)

There was considerable diversity in the kinds of work tenth graders expected to do immediately after high school. About a tenth of the students each mentioned the three most frequently indicated areas, clerical, military, and professional. About a fifth did not know what they expected to do immediately after high school.

Forty percent of the tenth graders expected to be in one or another kind of professional position when they were thirty. Almost all, over 99%, expected to be working. Eleven percent said they did not know what they would like to be doing when they were 30.

OPINIONS ABOUT SCHOOL

COMPARISON OF THE NINTH GRADE WITH THE EIGHTH GRADE (3-180)

The greatest difference that students saw between eighth and ninth grade was that they thought the courses in ninth grade were harder. They were least likely to feel it was difficult to make friends or be part of a group.

Three-fourths of the tenth graders thought that classes in ninth grade were harder than classes had been in the eighth grade.

Somewhat over half thought teachers were stricter in ninth than in eighth grade.

Almost three-fifths thought that rules were more stringently enforced in ninth grade.

Most, four-fifths, thought it was as easy to make friends in ninth grade as it had been in eighth.

Few, less than one-fifth, felt more alone in ninth grade than they had in eighth grade.

REASONS WHY STUDENTS GO TO SCHOOL (3-182)

The most frequent reason given was that going to school was important in getting a job. The next most frequent reason was that it was a place to meet friends. Almost a third agreed with the least frequently given reason of not having anything better to do.

None of the variables showed substantial differences.

Most Frequent Expectations According to Relationship to Student

All of the others were most likely to expect the tenth grader to continue their education. Friends showed the greatest diversity in the tenth graders' views of their expectations.

Parents. Tenth graders most frequently thought their parents wanted them to go on to college (60% father; 67% mother). The next most frequently indicated expectation was do what I want (15% father; 16% mother). From one to four percent indicated each of the other choices.

Relatives. The responses related to other relatives than their parents were very similar to the perceived desires of the parents - 60% go to college, 17% do as you want, from 1% to 3% indicating other choices.

Friends. The most mixed responses came in relation to friends (38% go to college; 29% do what you want).

About three-fourths saw satisfaction with doing what is expected in class as a reason why they were in school. However, only one in ten strongly agreed that this was a reason.

Over half indicated that being on a team or in a club was a reason why they were in school. Slightly less than one in five strongly agreed that this was a reason.

Almost three-fourths selected teachers' caring and expectations as a reason they were still in school. A few, 7%, strongly disagreed.

About a third indicated they were in school because they didn't have anything better to do. Again, only a few, 4%, strongly agreed; 20% strongly disagreed.

FRIENDS' VIEWS OF IMPORTANCE OF SCHOOL AND STUDY (3-186)

Most tenth graders thought their friends saw completing high school as very important. Only around half thought their friends saw attending classes regularly, continuing education beyond high school anoaches to 4% of mothers.

None of the variables showed substantial differences.

INAPPROPRIATE BEHAVIOR (3-190)

Tardiness and Absence

Most tenth graders, four out of five, thought it was okay to be late for school at least rarely.

About two out of five tenth graders said it was okay to cut classes at least rarely. Two out of five said it was okay to skip a whole day of classes at least rarely.

Cheating and Disobeying

One third of the tenth graders said that it was okay to cheat on tests at least rarely.

Almost two thirds of the tenth graders thought it was okay to copy someone else's work at least rarely. Over a fourth said this was sometimes or often okay.

Somewhat under half of the tenth graders said it was okay to disobey school rules at least rarely.

Violence

Somewhat under a third thought it was okay to get into a physical fight at least rarely.

About one in ten said it was okay to belong to gangs at least rarely.

About one in ten thought it was at least rarely justified to bring weapons to school.

Inappropriate Remarks

Some, 16%, thought it was okay to make racist remarks at least rarely.

One-fourth thought it was okay at least rarely to make a sexist remark.

Property

A few, 5%, said it was appropriate to steal from the school, students, or teachers at least rarely.

A few, 8%, said it was all right to destroy or damage school property at least rarely.

Use of Harmful Substances

More than one in ten, 15%, said it was okay to smoke on the school grounds at least rarely.

A few, 6%, said it was okay to drink alcohol at school at least rarely.

A few, 3%, said it was okay to use illegal drugs during the school day.

Disrespect For Teachers

A few, 3%, said it was okay at least rarely to physically abuse teachers.

Half said it was okay at least rarely to talk back to teachers.

POSITIVE BEHAVIORS (3-196)

Most tenth graders, over ninety percent, thought it was okay to work hard for good grades, ask challenging questions, solve problems using new and original ideas, and help other students with their schoolwork.

VIEWS OF SCHOOL QUALITY (3-197)

Over three-fourths of the tenth graders agreed (either agree or strongly agree) that students made friends across ethnic lines, teaching was good, and teachers were interested in students.

Tenth graders were less likely to agree with statements that indicated problems. However, from one in five to two in five did agree with several such statements. Less than one in ten felt unsafe at school.

Relationships

Most tenth graders, 86%, thought that the students at their school made friends with students of other racial or ethnic groups. There were only small differences in the responses across ethnic groups.

About one student in five felt they were put down by other students.

About three-fourths of the tenth graders thought that students got along well with teachers.

Teachers Respect Students

Three-fourths of the tenth graders thought that teachers were interested in students.

More than two out of five tenth graders felt that teachers did not praise them enough when they worked hard.

Seven out of ten tenth graders felt that teachers really listened to them.

About one in five felt put down by teachers.

Quality of the School

Most tenth graders, four out of five, agreed that the quality of teaching was good in their school.

Slightly fewer, seven out of ten, agreed that there was real spirit at their school.

Disruption and Safety

Seven out of ten said that other students often disrupted classes.

Two out of five said that the disruptions affected their learning.

Two-thirds of the tenth graders thought the rules in their school were strict.

Very few, 8%, said they felt unsafe at school.

SCHOOL SYSTEMS AND SCHOOL CLASSES

CHARACTERISTICS (3-204)

Most, but not all of the schools were public schools.

Over half of the tenth graders attended a school that had fewer than 300 tenth graders. At one extreme, 15% attended a school with fewer than 100 tenth graders. At the other extreme, 6% attended a school which enrolled more than 700 tenth graders.

The average (mean) total school enrollment was between 1,000 and 1,199 students. About one in ten tenth graders attended a school with fewer than 400 students. About one in twenty attended a school with 2,500 or more students enrolled.

COURSES (3-208)

Number of Semesters

There was considerable diversity in the courses taken in the ninth or tenth grade. Almost all, 98%, of the tenth graders had taken English in high school. The next most frequently taken courses were Physical Education and Biology.

English was the only course that a large percentage of tenth graders had taken for two years.

Biology was the only course taken for only one year by a large percentage of the tenth graders.

The courses most frequently taken for one-half a year were in the areas of Family Life Education and Typing or Word Processing.

Relatively few, less than 10% had taken Other Math, Agriculture, Consumer Education, Trigonometry, Psychology/Sociology, Computer Science, Physics, Principles of Technology, Pre-Calculus, or Calculus.

Most tenth graders, all except 2%, had taken English courses. Almost three-fourths had taken two years of English. About one in five said that they had taken a Remedial English Class.

Most tenth graders, over two-thirds, had taken a history course or other course designed to help them understand the world around them.

Algebra, taken by about two-thirds, was the most frequently taken mathematics class, followed by Geometry. A few tenth graders had taken other math classes. One in five had taken Remedial Math.

Biology was by far the most frequently taken science class with 86% of the tenth graders having taken at least one-half semester.

Many tenth graders, almost two-thirds, had taken a foreign language, but few had taken arts courses in the ninth or tenth grade: art, 36%; music, 31%; drama, 21%,.

Most tenth graders, 88%, had taken courses which help with physical development. Fewer, about a third or less, had taken courses which facilitated social or spiritual development.

Somewhat over a fourth, 29%, of the tenth graders had taken at least one vocational or technical course.

The range in the percent of youth who had taken a specific vocational/technical course during the ninth or tenth grade was from 8% having taken a consumer education course and 7% having taken an agricultural class to almost half, 49%, having taken a typing or word processing course.

VIEWS OF BASIC COURSES (3-218)

Amount of Challenge Offered by Basic Classes

Depending upon the class, from a fifth (Mathematics) to almost a third (English) of the tenth graders said that they were seldom expected to show that they understood something. At the other extreme, from less than a fifth (English) to more than a third (Mathematics) said they were expected to show understanding almost every day.

About one tenth grader in ten thought they seldom had to work hard (never or less than once a week). The range was from History 8% to English, 11%. At the other extreme, the range saying they had to work hard almost every day was from History, 32% to Math, 55%.

Over one in ten said they were seldom (less than once a week) or never challenged to use their minds in basic classes. The range was from 13% in Math to 23% in English. At the other extreme, from 21% in History to 50% in Math, said they were challenged to use their minds in class almost every day.

Main Reason For Taking Basic Subjects

Over half of tenth graders take the four main subject areas because they are required. The percentage giving this as their main reason ranged from 56%, Science, to 73%, English. The percent saying they took a course because they wanted to take it ranged from 17%, English, to 29%, Mathematics. Recommendation from parents, friends, or teachers seldom was the main reason.

CONFIDENCE IN CLASSES (3-223)

Self and English Classes

Although more than half of the tenth graders thought they learned quickly and got good marks in English classes, only somewhat more than a third thought English was one of their best subjects.

Almost three-fifths said they learned things quickly in English classes. Only 7% said that the statement was definitely false.

Two in five agreed that English was one of their best subjects. About one in five said this statement was false for them.

Over half said it was true that they received good grades in English. Somewhat more than one in ten said the statement was false.

Almost three-fourths said the statement that they were hopeless in English class was false or mostly false. Only 6% said it was definitely true.

Self and Math Classes

Somewhat less than half felt very comfortable with Mathematics. Almost one in five indicated some trouble with math tests.

Over a third, 43%, said that Math definitely was one of their best subjects. About a fourth said the statement was false.

Somewhat less than half, 45%, said they had always done well in Math. One in five said such a statement would be false for them.

Slightly less than half, 49%, said they definitely received good grades in Math. About one in five said this was false or mostly false for them.

Somewhat less than one in five said they did poorly on math tests. Over half said that such a statement was false or mostly false for them.

EXPERIENCES IN CLASS (3-227)

Overview Science Class

The percentages indicating they experienced selected teaching methods almost every day or daily ranged from 2% saying they used computers to collect and analyze data or to work out models and simulations to 74% saying they listened to a teacher lecture almost every day.

The percentages indicating they experienced selected teaching modes rarely ranged from 8% saying they listened to a teacher lecture almost every day to 91% saying they used computers to collect and analyze data or to work out models and simulations.

Specific Teaching Methods

About three-fourths of the tenth graders said that they listened to their teachers lecture either every day or almost every day.

About half said that their science teacher demonstrated or led in an experiment or systematic observation once a week or more.

Copying science information from the blackboard occurred daily or almost daily for three-fifths of the tenth graders.

About half of the tenth graders said they reviewed previous work frequently.

Some tenth graders appeared to have more laboratory activities than did others. Over half said that they had to write up lab work once a month or less.

Very few tenth graders indicated that they had any say in terms of what they would do or how they would do it.

Almost two-thirds of the tenth graders said there was rarely any discussion of science careers in their science courses.

Very few tenth graders, 5% or fewer, used computers frequently in relation to their work in science classes.

Overview Math Class

There was considerable range in the percent of tenth graders indicating that they had selected experiences in their math classes. The range was from 53% saying work from the previous day was reviewed often to 3% saying they often used computers to do calculations.

The range in percentage saying they never experienced certain things in math class was from 84% saying they never used computers for calculations to 8% saying they never reviewed work from a previous day.

Specific Teaching Methods

Very few tenth graders, 16% reported using computers in math class in 1990.

Less than a third indicated using books in math class in addition to their text.

Less than a third indicated using materials or models in math class.

Three out of five said that they took part at least sometimes in student led discussions in math class.

Over a third said they never had to orally explain their work in class.

About a fourth said they did not use calculators in Math.

Almost half said they often copied Math information from the blackboard.

Half of the tenth graders said they sometimes did Math story problems and somewhat under a third said they often did them.

Over half said they frequently reviewed work from the previous day.

EMPHASIS IN TENTH GRADE CLASSES IN 1992 (3-235)

Science Classes

Tenth graders were most likely to view their science teachers as emphasizing facts, rules, and steps and least likely to view them as attempting to increase student interest in science. The range in terms of major emphasis was from 18% increasing interest in science to 35% facts, rules, and steps. When moderate and major emphasis were combined, the range was from 58% to 73%.

Only 8% said that science facts, rules and steps was not an emphasis in their class; about three-fourths said it was either a moderate or major emphasis. About one in five said that facts, rules, and steps were only a minor emphasis in their class.

Over three-fifths thought there was at least a moderate emphasis on problem solving.

Three fifths thought there was at least a moderate emphasis on the importance of science in everyday life.

Slightly over three in five students thought their teachers gave at least moderate emphasis to helping them prepare for future study in the sciences.

Slightly less that three in five thought that their teachers gave at least moderate emphasis to increasing students' interest in science.

Mathematics Classes

About equal percentages, 52%, thought their mathematics teachers emphasized memorizing math facts, rules and steps and thought they emphasized problem solving. At the other extreme, only 23% felt their teachers gave major emphasis to increasing interest in mathematics. When moderate and major emphasis were combined, the range was from 57% saying there was an emphasis on increasing interest in mathematics to 82% saying there was at least a moderate emphasis on both facts and problem solving.

Most tenth graders, over half, thought their math teachers emphasized learning of facts, rules, and steps.

However, they were equally likely to believe their teachers emphasized problem solving.

Over three-fourths thought their teachers gave at least moderate emphasis to preparing them for further study of math.

About three in five thought their teachers gave at least moderate attention to connecting math to everyday life.

About three in five also thought their teachers gave at least moderate emphasis to trying to increase their interest in math.

Vocational Classes

The tenth graders were most likely to say that their last vocational class had emphasized facts, rules and steps, 78%, and least likely to say that the teacher had given moderate or major emphasis to how science and math were involved in how tools work, 28%.

Over three-fourths of the tenth graders who had taken a vocational course felt that the course had emphasized learning facts, rules, and steps.

About three in five thought the course gave at least moderate emphasis to problem solving. Only somewhat more than one in four felt that problem solving was a major emphasis.

Almost three in four recognized that vocational classes put at least moderate attention on skills that could be used immediately.

About three in five recognized at least moderate emphasis on the role of science and math in work.

About three in five recognized at least moderate emphasis on understanding how science and math ideas work through the manipulation of physical objects.

PART D Summary of Analysis Across Groups

OVERVIEW (3-243)

In total, the six variables examined in this study, ethnicity, socio-economic status, family type, sex of student, urbanicity, and region showed little difference for more than three-fourths of the items examined.

However, almost two out of five of the comparisons, 39%, which examined ethnicity or family type showed differences across subgroups of 10 or more percentage points. The fewest differences, 5%, appeared for comparisons examining differences related to urbanicity.

One cluster, school performance, showed considerably more substantial differences, 41%, than did other clusters.

One area, NELS test scores, showed considerably more substantial differences, 68%, than did other areas. Few individual items showed large differences. At the other extreme, only 3% of the comparisons of expected occupations (cluster: future) showed substantial differences related to the variables.

Few individual items showed large differences. Only 20 out of the more than 6,200 tests showed differences across the range of subgroups of 40 percentage points or more. Most of those differences were related to language or family structure.

YIELD BY VARIABLES (3-246)

ETHNICITY (3-246)

Over half of the comparisons related to scholastic performance, courses, characteristics, and self and peers yielded substantial differences related to ethnicity. The smallest percent of comparisons yielding substantial differences was in the self and school, 27%, and social behavior, 28%, clusters.

Twenty-two areas showed differences in percentage responses across ethnic groups of ten percentage points or more. All of the NELS test scores showed ten or more percentage point differences across ranges.

The specific items showing greatest differences across ethnic groups dealt with language, religious affiliation, and whether both parents and in particular the youngster's father was in the household.

FAMILY TYPE (3-248)

Over half of the comparisons in four clusters, scholastic performance, characteristics, self and family, and social behavior, yielded substantial differences in responses according to family types. The clusters yielding the smallest percent of substantial comparisons were self and school, and school attended.

All comparisons of responses by kind of family structure showed differences of ten percentage points or more in four areas, NELS test scores, household members, running away, and education about social behavior.

Among the specific items, the ones showing greatest differences across groups by family structure dealt with the status of the male or female adults in the household, other relatives in the household, and whether parents got along well.

SOCIO-ECONOMIC STATUS (3-250)

Only one of the clusters, school performance showed substantial differences in half or more of the comparisons. Fewer than 10% of the comparisons on items in the clusters school attended and social behavior showed substantial differences related to socio-economic status.

Three areas showed sizeable percentages with substantial differences. NELS test scores yielded 100% differences. Three-fourths or more of the comparisons in the areas of discussing school with parents, and the NELS proficiency levels yielded substantial differences.

Only one specific item, chance of going to college showed a difference of 50 or more percentage points when socio-economic status was examined.

REGION (3-252)

Region showed moderate differences, from 17% to 31% of comparisons, in relation to clusters. The greatest percent of comparisons showing substantial differences appeared related to scholastic performance, 31%.

All of the comparisons in two areas, current friends and NELS test scores, showed substantial differences related to region. No other areas showed half or more of their comparisons with substantial differences.

Almost no large differences appeared across regions. Only two items, no study halls and Baptist religious affiliation showed a difference of 30 or more percentage points when region was examined.

SEX OF STUDENTS (3-254)

Only comparisons in two clusters, life skill development activities and views of self, yielded 10 percent or more substantial differences when sex of student was examined. The lowest percent, 2%, appeared for school attended.

Only one area, beliefs about sexual conduct, showed 50% or more of the comparisons yielding substantial differences and for that cluster only half showed such differences.

There were few large differences between boys and girls. None as great as 40 percentage points difference appeared. Only two, taking shop courses and making decisions about whom to date, of the more than a thousand tests, showed differences of 30 percentage points or more.

URBANICITY (3-255)

About a fourth of the comparisons for school attended showed substantial differences. Most other clusters yielded 5% or fewer comparisons showing substantial differences.

Only comparisons in one area, school's characteristics, yielded more than half showing substantial differences. At the other extreme, 33 areas showed no substantial differences and 13 others showed substantial differences in ten percent or fewer of the comparisons.

Few of the comparisons showed large percentage differences. Two of the three that showed a difference of more than thirty percentage points were in regard to availability of sports, soccer and swim team.

4-H (3-257)

Somewhat more than one in ten of the comparisons yielded substantial differences when responses were examined according to whether or not the tenth grader had participated in 4-H.

Scholastic performance showed the greatest number of substantial differences, 31%, primarily because the new joiners group showed a higher proportion with low scores.

Only seven items showed differences between those who had never been in 4-H and those who had stayed in 4-H into the eighth grade. Two of the seven were differences in activities available at school. Three dealt with participation in specific activities (FHA, FFA, FTA at school, taking part in activities other than sports at school, and taking part in organized nonschool programs). The other two related to religious affiliation and whether the tenth grader had earned money by working on a farm.

SECTION III
DETAILED FINDINGS

To what extent are tenth graders similar regardless of selected known characteristics? How much do they differ? This was the major focus of our study. This section presents all of the answers for each question from all respondents. In addition it includes tables showing which variables showed substantial differences.

DETERMINING SUBSTANTIAL DIFFERENCES

With the NELS data weighted to represent all tenth graders, we ran tables to identify the percent of tenth graders in various subgroups who responded to questions in certain ways. We tabled each part of a question against each of the following variables:

- ethnicity
- socio-economic status
- family type
- sex of student
- urbanicity
- region
- having participated in 4-H at some time

We examined each table and identified the highest and lowest percent responding to an item and subtracted to get the range across subgroups. We then arbitrarily decided upon a difference of 10 percentage points as showing a substantial difference. We have included all items which showed this amount of difference in the tables in this section.

Ten percentage points may look like a lot to some readers, or very little to other readers. We chose 10 percentage points because it gave more differences at that level than would be found if we had taken a larger difference. On the other hand, often the difference in the percent responding to the answers to a question showed a much greater difference than ten percent. For example a much larger percentage agreed with a question than disagreed and the difference between the two responses was much greater than the difference in the percent agreeing according to a particular characteristic such as ethnicity.

4-H is included in the table but not mentioned in the narrative, in part because we suspect that the differences which show up are, in most instances, not due to 4-H participation, but are due to other characteristics of respondents. The differences usually are not between those who were members and those who were not, but often involve a group who said they were in 4-H but whose parents did not indicate that they had been when asked in the eighth grade survey.

PURPOSE OF DISCUSSION SECTIONS

The discussion comes primarily from the senior author who has relatively little connection with tenth graders. Thus it is one person's opinion and not intended to be a definitive statement. The sections are included in an attempt to get you thinking about what you have just read. It is very easy to skim over details and not have them sink into the mind. Therefore, discussion sections, whether on target or not, are there for you to consider and critique.

OTHER THINGS TO KEEP IN MIND AS YOU SCAN THIS SECTION

- Similarities are fully as important as differences. As we finish this report, it is very clear that here, as in the eighth grade data, there are some differences related to some of the variables, but there are many similarities. The amount of similarity, regardless of gender, ethnicity, socio-economic status and family type, is important.

- When there are substantial differences it is tempting to make sweeping statements. In some cases, based on the arbitrary cut off point, it is accurate to say, "girls were more likely than boys," or "Asian Americans were more likely than European Americans." We use such statements to catch the reader's attention. However, in many cases, although technically true, the statements are misleading if you infer that the differences are great. Be sure to check the amount of difference as given in the table and form your own conclusion as to whether you should emphasize or ignore the difference.

- In the eighth grade report, we used the terms Black and White for the two main ethnic groups. However, by the time we started this report it was clear that the predominant preference was for African American, Hispanic American, and Asian American. We chose to call the group that had been called White in our eighth grade report European American to make all groups parallel when referring to ethnic background. We realize that other authors continue to use white or Caucasian.

- Although the NELS study team uses the term mother and male guardian or father and female guardian, we use stepparent although in some cases the other adult may not legally be a stepparent.

- The NELS survey included information in many areas. It appeared to be combining several studies into one data base. As a result you may not find the depth of information that you would like on any given area.

- A variable that did not produce the arbitrarily assigned substantial differences will be mentioned in the narrative only at times if the absence of the difference seems to have special implications. For example, region and urbanicity seldom show differences of 10 percentage points. Rather than repeatedly saying that they do not show substantial differences related to the specific topic, we usually will not mention them in the text.

- Finally, treat this section as a reference to be explored in bits and pieces as your interest takes you into various areas. The NELS surveys have such a wealth of information that this section is too complex to be read in one sitting.

- Check the table of contents that follows to locate those parts that are of most interest to you.

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PART A - THE TENTH GRADER

This section is further subdivided into characteristics, views of self, self and peers. life skill development activities, and social behavior.

Characteristics of Tenth Graders

This first section introduces the tenth graders. It tells where they come from, characteristics of themselves and their families, and about their use of language.

LOCATION

It is clear from the data that families with high school age children, like most of the population, are most frequently found in metropolitan counties.

Urbanicity – **Almost three out of five tenth graders lived in suburban areas defined in this study as a metropolitan area but not in the central city. Fifteen percent lived in rural areas.**

The percentages were as follows: urban (central city), 28%; suburban (metropolitan but not central city), 56%; and rural (nonmetropolitan), 15%.

Region – The smallest percent of tenth graders, about one in five, lived in the Northeastern region, and the largest percent, over one-third, lived in the Southern Region.

The percentages of survey participants according to region were Northeast, 19%; North Central, 25%; South, 36%; West, 20%.

Discussion:
It is to be noted that rural as used by NELS includes small cities and does not mean land outside of a city. It is also to be remembered that suburban may include country and villages as well as urban entities which are not part of a central city.

PERSONAL CHARACTERISTICS

The sample was about equally made up of boys and girls. Most tenth graders were 16 or 17 years of age. More tenth graders were 18 or older, 6%, than were under 16, 1%.

Sex – **There were slightly more boys, 50.3%, than girls, 49.7%.**

Age – **The majority of the tenth graders, three out of five, were born in 1974.**

Those born in 1974 would have been 16 in the year of the survey. Over a third were older than 16. The percentages according to birth year were 1972 or before, 6%; 1973, 32%; 1974, 61%; 1975 or after, 1%.

The eighth grade survey found that 63% of the sample had been born in 1974. In that analysis age differences of 10 or more percentage points appeared in relation to ethnicity, socio-economic status, family type, and sex of student. Almost half, 48%, of the Native American tenth graders had been born before 1974 as compared with less than a third, 32%, of the Asian Americans.

Over half, 52%, of those in the lowest socio-economic status quartile had been born before 1974 as compared with 25% of those in the highest quartile. Over half, 52%, of those living with someone other than a parent were older than 16 in 1990 as compared with 32% of those living with both parents. More boys, 42%, were born before 1974 than were girls, 30%.

Socio-economic Status

Socio-economic status (SES) is a composite variable made up of parents' education level, occupation and income. Rather than exact figures, socio-economic status was divided into quartiles by the NELS study team. However, the following information on parents' education and occupation give some feeling for the kind of variety that is involved in the socio-economic status index. Income information was not included with the eighth grade data file.

Parent's Education – **There was considerable range in the amount of schooling that the parents of the tenth graders had completed. More than one in ten had at least one parent with a graduate degree. At the other extreme, one in ten tenth graders had parents who had not completed high school.**

The percentages according to the highest level of education held by either parent were as follows: less than high school, 11%; high school graduate or GED but no further education, 21%; some schooling beyond high school, 40%; college graduate, 14%; Master's degree, 9%; Ph.D., M.D or equivalent, 4%; don't know, 4%.

Parent's Occupation – **Most, 87% of the mothers and 91% of the fathers were employed at the time of the survey. There was a great variation in occupations.**

The occupations in which 10% or more of the tenth graders' mothers were engaged were as follows: teacher, 23%, and clerical, 22%. The occupations of 10% or more of the fathers included: operative, 21%, and craftsperson, 15%. Over one in four of the mothers and about one in five of the fathers held a professional position. Less than two percent were farmers.

SES and ethnicity – **There was a marked difference in socio-economic status according to ethnic background.**

The range in percent in the lowest socio-economic status quartile was from 16% of the Asian Americans to 53% of the Hispanic Americans. The range in the highest quartile was from 7% of Native Americans to 35% of Asian Americans.

Distribution of Ethnic Groups According to Socio-economic Status

	All	EuroA	AsianA	HispA	AfroA	NatA
Lowest SES Quartile	25%	18%	16%	53%	41%	46%
Next to Lowest Quartile	25%	25%	21%	22%	27%	26%
Next to Highest Quartile	25%	27%	27%	15%	22%	21%
Highest SES Quartile	25%	30%	35%	10%	11%	7%

Ethnicity

The ethnic heritage of the 1990 tenth graders provide a snapshot of the ethnic diversity that is emerging among United States families.

Diversity – **Seven out of ten tenth graders were European Americans. About one in ten was Hispanic American, and slightly more than one in ten was African American.**

The percentages according to ethnic background were as follows: European Americans, 72%; African Americans, 13%; Hispanic Americans, 10%; Asian Americans, 4%; and Native Americans, 1%. The small percent of Native Americans does not include Native Americans who attended schools on reservations.

Hispanic Americans – **Almost two-thirds of the Hispanic American tenth graders were of Mexican, Mexican-American, or Chicano heritage.**

The backgrounds of the Hispanic American respondents were as follows: Mexican, Mexican-American, or Chicano, 63%; Cuban, 4%; Puerto Rican, 11%; and other Hispanic, 20%. Although technically Hispanic heritage might include some immigrants from Spain, the majority came to the United States from Central Americn or the Carribean.

Asian Americans – **One in five of the Asian American tenth graders was of Filipino heritage. Somewhat less than one in five was of Chinese heritage.**

The backgrounds of the Asian American respondents were as follows: Filipino, 20%; Chinese, 17%; Southeast Asian (Vietnamese, Loatian, Cambodian, Thai, etc.), 13%; South Asian (Asian Indian, Pakistani, Bangladeshi, Sri Lankan, etc.), 9%; Korean, 9%; Pacific Islander (Samoan, Guamian, etc.), 8%; Middle Eastern (Iraqi, Israeli, Lebanese, etc.), 7%; Japanese, 6%; West Asian (Iranian, Afghan, Turkish), 3%; and other Asian, 8%.

Location – **All ethnic groups were found in the three urbanicity groups. However, the range in percent living in suburban areas (metropolitan not central city) was from 42% of African Americans to 60% of European Americans.**

The range in percent living in the central city was from 22% of European Americans and of Native Americans to 51% of African Americans. The range in percent living outside of a metropolitan area was from 5% of Asian Americans to 30% of Native Americans.

Distribution of Ethnic Groups According to Urbanicity

	All	EuroA	AsianA	HispA	AfroA	NatA
Urban (central city)	28%	22%	40%	41%	51%	22%
Suburban (metropolitan, not cc)	56%	60%	54%	50%	42%	48%
Rural (not metropolitan)	15%	18%	5%	8%	7%	30%

Region – **There was substantial difference across regions in the distribution of ethnic groups with 50% of the Asian-American and 44% of the Hispanic-American tenth graders living in the Western region and 64% of the African-American tenth graders living in the South.**

The Northeastern region appeared to have the most equal balance among ethnic groups. The North Central and Southern Districts had the highest percentage tenth graders of European-American heritage.

Distribution of Ethnic Groups According to Region

	All	EuroA	AsianA	HispA	AfroA	NatA
Northeast	19%	21%	17%	14%	14%	19%
North Central	25%	30%	15%	10%	14%	9%
South	36%	33%	17%	31%	64%	24%
West	20%	16%	50%	44%	7%	47%

Family Type

We chose to use family type as one of the variables examined in this study. In the eighth grade analysis, we found that many of the substantial differences were between youngsters who were living with both natural or adoptive parents and those who were living with someone other than either parent. Because the NELS team apparently had not updated their variable, we developed a new family type variable for our analysis of the tenth grade data.

Number of Parents – **Somewhat less than two-thirds of American tenth graders live with both of their original birth or adoptive parents.**

Slightly under 15% lived with one parent and a stepparent. About one in five lived with only one parent. A few, 2%, lived with someone other than a parent.

The percentages according to family type were as follows: living with both natural or adoptive parents, 65%; mother and stepfather, 11%; father and stepmother, 3%; mother only, 16%; father only, 3%; someone other than either mother or father, 2%.

One Parent – **About a third of those living with their father but not with their birth or adoptive mother were facing adjustment to a relatively new marital situation on the part of their parents.**

In response questions about potentially disruptive events which will be presented in the next section, over a third of those living with their father and a stepmother said that a parent had married during the last two years. Almost as many, 30%, living with their father only said that their parents had been divorced or had separated during the past two years.

Other Relatives – **Most of those who were living with someone other than their parents lived with one or more grandparents or one or more other adult relatives.**

Among those who indicated they were living with someone other than a parent, 45%, indicated that one or more grandparents were in their household (9% one; 35% two). Over half, 54%, indicated living with another relative over 18 (25% one; 18% two; 10% three; 1% four). Because parents' siblings were not asked about, it is likely that these adults were aunts and/or uncles. In some instances the household might have included one or more grandparents and one or more aunts and/or uncles.

Tenth graders living with at least one parent were much less likely to have a grandparent in their household. The percentages of households including a grandparent according to family type were as follows: both parents, 4%; mother and stepfather, 3%; father and stepmother, 6%; mother only, 8%, father only 6%. The percentages of households including another adult relative according to family type were as follows: both parents, 6%, mother and stepfather, 9%; father and stepmother, 10%; mother only, 13%; father only 10%.

Family Type and Ethnicity – **From 37% of African-American to 80% of Asian-American tenth graders were living with both birth or adoptive parents. The percent living with their mother only ranged from 2% of Asian Americans to 39% of African Americans.**

There was considerable variation in the percent of tenth graders of diverse ethnic backgrounds who are living with both of their original parents.

Family Types of Ethnic Groups

	All	EuroA	AsianA	HispA	AfroA	NatA
Both parents	63%	67%	80%	64%	37%	57%
Mother and stepfather	12%	12%	5%	11%	16%	10%
Father and stepmother	3%	2%	1%	2%	1%	3%
Mother only	17%	13%	9%	12%	39%	26%
Father only	3%	3%	3%	2%	3%	2%
Someone other than either parent	2%	2%	3%	10%	4%	2%

It is important to note that European Americans make up the majority in each of the family types. The range in the percent that European Americans make up of each family type is from 56% of the tenth graders living with their mother only to 76% of those living with both parents.

Ethnic Groups of Family Types

	All	Both	M/Step	F/Step	Moth	Fath	Other
European Americans	72%	76%	72%	84%	56%	75%	59%
Asian Americans	3%	4%	1%	2%	2%	3%	3%
Hispanic Americans	10%	11%	9%	8%	12%	7%	10%
African Americans	12%	7%	16%	5%	28%	13%	26%
Native Americans	1%	1%	1%	2%	2%	1%	1%

Family Type and SES – **The range in percent of family types in the lowest socio-economic status quartile was from 19% of those living with both parents to 39% of those living with someone other than either parent (mother only, 34%).**

The range in the highest socio-economic status quartile was from 12% of those living with someone other than a parent to 32% of those living with both parents (mother only 14%).

Distribution of Family Types According to Socio-Economic Status

	All	Both	M/Step	F/Step	Moth	Fath	Other
Lowest SES Quartile	25%	19%	27%	21%	34%	28%	39%
Next to Lowest SES Quartile	25%	24%	27%	27%	28%	23%	25%
Next to Highest SES Quartile	25%	26%	28%	32%	24%	24%	23%
Highest SES Quartile	25%	32%	18%	19%	14%	25%	12%

Family type and Location – **There was considerable less variation by location of family types. Over half of each family type lived in the suburbs. However, a disproportionate number of mother only families were in the South.**

The range in the percent living in the central city was from 21% of those living with their father only to 36% of those living with their mother only.

Distribution of Family Types According to Urbanicity

	All	Both	M/Step	F/Step	Moth	Fath	Other
Urban (central city)	28%	26%	28%	24%	36%	21%	23%
Suburban (metropolitan, not cc)	56%	58%	58%	62%	53%	55%	58%
Rural (not metropolitan)	15%	16%	14%	14%	12%	24%	18%

With the exception of those living with their mother only, the differences in dispersion of family types across regions was not as pronounced. Region showed a substantial difference related to the percent living with both parents. The range was from 59% of tenth graders in the South to 71% of those in the Northeast living with both parents. The ranges for the other family types were as follows: mother only (14% North Central to 19% South); father and stepmother (2% Northeast to 4% West); father only (2% Northeast and North Central to 4% South), other than a parent (1% Northeast to 2% other three regions).

Distribution of Family Types According to Region

	All	Both	M/Step	F/Step	Moth	Fath	Other
Northeast	19%	21%	14%	13%	18%	12%	13%
North Central	25%	26%	24%	29%	23%	21%	29%
South	36%	32%	43%	33%	41%	46%	39%
West	20%	20%	18%	24%	18%	22%	19%

Regional Location of Family Types

	NE	NC	S	W
Both parents	71%	67%	59%	66%
Mother and stepfather	9%	11%	14%	11%
Father and stepmother	2%	3%	3%	4%
Mother only	15%	14%	19%	15%
Father only	2%	2%	4%	2%
Someone other than either parent	1%	2%	2%	2%

More information will is given in the section that follows. In addition to serving as one of the variables, type of family was also examined as a family characteristic.

Discussion:
This section brings out the relationships among the three variables which most frequently show substantial differences in responses - ethnicity, family type, and socio-economic status. The distinct differences in socio-economic status among the five ethnicity groups is of special concern in understanding the backgrounds of today's tenth graders.

Another very important area related to this section is that of family type. With, on the average, two of every five tenth graders living in a family pattern other than both natural or adoptive parents, those working with youth of this age must be sensitive to and acceptant of diverse patterns. The tenth grade data is indicating a traditional picture of children most often going with the mother when the two birth or adoptive parents split up. However, recent (1994) news releases indicated that the percent of children going with their father with or without a stepmother is increasing.

A second point to be considered by those who are working with this age group, is the time distance from the point in which a new family type occurred. Tenth graders who have been living with one parent either alone or with a stepparent for several years have had more time to adjust to that situation than has the tenth grader who is facing a new situation either because of divorce or remarriage of the primary parent or because of the death of a parent.

Reasons Why Family Type May Show Differences in Responses to Questions Throughout the Survey. The finding throughout this report of differences in responses to questions of 10 or more percentage points across the range in family type may be completely due to the structure of the family. In some instances the difference may be related to ethnicity which is reflected in family structure, or it may be related to socio-economic status.

Another reason why family type may show differences is that the number of respondents for the different family types are greatly different. Only 3% of the respondents live with their father only and 2% live with someone other than their father compared with the large numbers who live with both parents or even the 20% who live with their mothers only. However, it is also to be noted that about a third of the tenth graders who are living with their father only may not be completely reconciled to a new situation in that about a third indicated a change in the marital status of their parent(s) had taken place within the past two years. Also, more boys than girls lived with their fathers.

LANGUAGE

Approximately one-fifth of the tenth graders lived in a home where a language other than English was spoken. For slightly over half the other language had been the first learned language and one in which the tenth graders considered themselves to be fluent. English, however, was used in half of the homes when the tenth graders discussed homework or other school work with their parents.

There were substantial differences in ethnicity, socio-economic status, family type, and region in relation to understanding, speaking, reading, and writing English very well for the tenth graders.

Other Language – **Almost one tenth grader in five lived in a home where a language other than English was spoken. The range was from 7% of European-American tenth graders to 76% of Asian-American and 82% of Hispanic-American tenth graders. However, among those from a second language home, only somewhat more than half indicated that the language was Spanish. A wide variety of languages were listed including French, Italian, German, and Polish.**

Which Language. Among all tenth graders, 18% lived in a home where a language besides English was spoken. The same percent of eighth graders, 18%, said that another language was spoken in their home.

Among the tenth grade group indicating that an additional language was spoken, 58% said the language was Spanish. Other languages and the percentages indicating them were French, 6%; German, 4%; Italian, 3%; a Fillipino language, 3%; Chinese, 3%; Korean, 2%; Vietnamese, 2%; Japanese, 1%; Greek, 1%; Polish, 1%; Portuguese, 1%; Cambodian, .3%; other, 15%. The latter percentage indicates that there probably were more than 50 different languages indicated by less than .3% of the students.

When. Slightly over half, 56%, said that they learned the other language first as a child. The others learned English first.

Fluency in Other Language. Among those who indicated another language, the percentages saying they handled it well or very well were as follows: understand it, 90%; speak it, 82%; read it 62%; write it, 53%.

Language Used When Discussing Schoolwork. Even though another language was spoken in the home about half of the students said they usually talked to their parents about schoolwork in English. Students who indicated another language were asked how often they spoke with their parents in English about homework or other school work. The responses were as follows: do not discuss schoolwork, 13%; never in English, 11%; sometimes in English 15%; about half of the time in English, 11%; always or almost always in English, 50%.

Variables and Other Languages In the Home. In addition to ethnicity where there was a major difference, substantial differences in the percent of tenth graders indicating that another language was spoken in the home appeared related to region. The West had three times as many tenth graders from homes where a language other than English was spoken as was found in the North Central region. However, even in the North Central region which had the lowest percent, one in ten tenth graders came from a home where a language other than English was spoken. There were twice as many tenth graders whose parents spoke another language living in the central city rather than in a rural area. Still ten percent of those living in rural areas lived in homes where a language other than or in addition to English was spoken. Hispanic-American tenth graders, 82%, followed by Asian-American tenth graders, 76%, were most likely to come from homes where another language was spoken.

Percentage Point Difference of 10 Percentage Points or More
Other Language Spoken at Home

	PPD
European American 7% to Hispanic American 82%	75
North Central 10% to West 34%	24
Highest SES quartile 13% to lowest SES quartile 29%	16
Rural 10% to urban 24%	14
Leavers 7% to joiners 18%	11

The study also probed for the degree of skill in using the English language.

Understanding – **Most of the tenth graders, 83%, who were exposed to another language in their home said they understood spoken English very well. Only 3% said they did not understand it at all or not well.**

Among the eighth graders exposed to other languages, 38% said they understood English very well and 4% said not at all.

There was a substantial difference in tenth graders responses related to ethnic heritage. The tenth graders of Native-American heritage which included Alaskans were least likely to say they understood spoken English very well, 54%, compared with 90% of those of European-American heritage who had the highest percent indicating they understood English very well (Hispanic Americans 82%, Asian Americans 78%). There was also a substantial difference related to socio-economic status ranging from 74% in the lowest socio-economic status quartile to 95% in the highest quartile saying they understood English very well. Substantial differences also appeared related to family type and region. Those living with their fathers only who used a language other than English were least likely to say they understood English very well. Those living with their father and a stepmother were most likely to say they understood English very well.

Percentage Point Difference of 10 Percentage Points or More
Understand English

Very Well	PPD
Native American 54% to European American 90%	36
Lowest SES quartile 74% to highest SES quartiles 95%	21
Father only 76% to father/stepmother 90%	14
West 79% to Northeast 89%	10
Joiners 78% to stayers 96%	18

Speaks – **Over three fourths, 79%, said they spoke English very well. However, 4% said they did not speak English or did not speak it well.**

The same variables showed statistically substantial differences. However, in this case it was the tenth graders of African-American heritage who spoke a different language who were most likely to say that they spoke English very well. Again, those living with their father and a stepmother were most likely to say they spoke English very well. As eighth graders, 27% said they spoke English very well.

Percentage Point Difference of 10 Percentage Points or More
Speaks English

Very Well	PPD
Native American 48% to African American 90%	42
Lowest SES quartile 69% to highest SES quartile 94%	25
Mother only, father only, other family 76% to father/stepmother 90%	14
West 75% to Northeast 86%	11
Joiners 79% to Leavers 94%	15

Reads – **Over three fourths, 79%, also said they read English very well. Again 4% said they did not read English or did not read it well.**

As eighth graders, 20% said they read English very well. The same variables showed substantial differences with both African Americans and European Americans indicating they read English very well.

Percentage Point Difference of 10 Percentage Points or More
Reads English

Very Well	PPD
Native American 51% to African American and European American 88%	37
Lowest SES quartile 69% to highest SES quartile 92%	23
Father only 74% to father/stepmother 86%	12
West 76% to Northeast 86%	10
Nevers 67% to joiners 89%	22

Writes – **Slightly fewer, 76%, said they wrote English very well. Again 4% said they did not write English or did not write it very well.**

The same variables showed substantial ranges. As eighth graders, 17% said they wrote English very well.

Percentage Point Difference of 10 Percentage Points or More
Writes English

Very Well	PPD
Native American 50% to African American 88%	38
Lowest SES quartile 67% to highest SES quartile 87%	20
Father only 70% to father/stepmother 85%	15
West 72% to Northeast 82%	10
Joiners 77% to leavers 94%	17

Discussion:
Ability to use English showed a marked difference over eighth grade responses. Either a) more youngsters had been here longer and as a result their ability to use English had improved rapidly, b) special course work in grade school had paid off, c) more students realized they had to be proficient, or d) those who had trouble with the language had dropped out by the tenth grade. Those working with youth who are fortunate enough to know another language in addition to English have a responsibility for helping those youngsters be bilingually proficient. They will need to be proficient in English to hold their own in an English speaking culture. At the same time, their other language or languages may be very useful to them in a global social environment.

Views of Self

Because teens are seeking to find their own identities and because the way they handle that identity affects their school performance and the school affects that identity, the NELS survey included questions which probed how tenth graders saw themselves.

SELF-CONCEPT

Most tenth graders had strong self-concepts. Around 90% felt good about themselves, thought they were a person of worth, were satisfied with themselves, and felt they could do as well as others. However, only from about a fourth to a third strongly agreed with these statements.

Even though most had strong self-concepts, some had problems. About a third felt useless at times or sometimes felt they were no good. About one in five said they had little of which to be proud. One in five indicated that they felt emotionally empty most of the time.

When the statements were combined into a self-concept index and the group divided into quartiles, African-American tenth graders showed the highest percent in the highest quartile and the lowest percent in the lowest quartile.

Overall, about a fifth, 21%, of the comparisons yielded substantial differences across ranges. The percent of the 18 comparisons per variable that yielded differences of ten percent or more were as follows: ethnicity, 50%; family type, 50%; socio-economic status, 11%; sex of student, 11%; and region, 13%. Urbanicity did not show any substantial differences.

Positive Statements

Four statements provided students with the opportunity to assess how good they felt about themselves.

Feel Good About Self – **Most tenth graders felt good about themselves. However, although most agreed with the statement only about a third strongly agreed. Slightly less than ten percent disagreed with the statement. African Americans were much more likely to strongly agree than were European Americans.**

The percentage responses to the statement "I feel good about myself" were as follows: strongly agree, 35%; agree, 57%; disagree, 7%; strongly disagree, 1%. The percentage responses to this question were almost exactly the same as the responses when they were eighth graders: strongly agree, 36%; agree, 56%; disagree, 7%; strongly disagree, 1%.

There was a major difference in the percent strongly agreeing related to ethnicity with a range from 30% of the European Americans to 66% of the African Americans strongly agreeing with the statement. Substantial differences in the percent saying strongly agree also appeared related to family type, sex of student and region. Boys were somewhat more likely to strongly agree than were girls. Tenth graders living with their mother only were most likely and those living with their father and stepmother were least likely to feel good about themselves.

Percentage Point Difference of 10 Percentage Points or More
Feel Good About Self

Strongly Agree	PPD
European American 30% to African American 66%	36
Girls 30%; Boys 41%	11
Father/stepmother 29% to mother only 39%	10
North Central 30% to South 40%	10

The same differences appeared in the eighth grade responses. However, the range related to ethnicity appeared greater in the tenth grade. The eighth grade range was from Hispanic American and European American, 39% to African American 52%. The difference between boys and girls in percent responding strongly agree had narrowed slightly. The eighth grade percentages were girls 28%; boys 45%. The regional difference was almost exactly the same.

Person of Worth – **Most tenth graders, over 90%, felt they were a person of worth but only about a third strongly agreed with the statement.**

The percentage responses to the statement "I am a person of worth, the equal of other people" were as follows: strongly agree, 35%; agree, 57%; disagree, 7%; strongly disagree, 1%. There was a very slight shift from the eighth grade responses when the percentages were as follows: strongly agree, 41%; agree, 51%; disagree, 7%; strongly disagree, 2%.

The only difference of 10 percentage points or more appeared related to ethnicity. Over half of the African-American tenth graders strongly agreed that they were a person of worth. Slightly less than a third of the European American tenth graders strongly agreed that they were a person of worth. The only substantial difference in the eighth grade data appeared related to family type.

Percentage Point Difference of 10 Percentage Points or More
Feel I Am a Person of Worth

Strongly Agree	PPD
European American 32% to African American 51%	19

Satisfied – **Most tenth graders were satisfied with themselves. However, only slightly more than a quarter said they strongly agreed with the statement.**

The percentage responses to the statement "On the whole, I am satisfied with myself" were as follows: strongly agree, 28%; agree, 58%; disagree, 13%; strongly disagree, 2%. There was a slight shift in the percentages from the eighth grade responses: strongly agree, 34%; agree, 54%; disagree, 10%; strongly disagree, 2%.

Ethnicity and family type showed substantial differences in the percent saying they strongly agreed that they were satisfied with themselves. Asian-American tenth graders were least likely and African-American tenth graders were most likely to strongly agree that they were satisfied with themselves. The groups at the ends of the range for ethnicity were the same, but the spread was less among the eighth graders where the following percentages were found: Asian American and Native American, 32% to African American 45%. In the tenth grade survey related to family type, those living with their father only were least likely and those living with both parents were most likely to be satisfied with themselves.

Percentage Point Difference of 10 Percentage Points or More
Satisfied With Myself

Strongly Agree	PPD
Asian American 21% to African American 40%	19
Father only 19% to both parents 29%	10

Can Do As Well As Others – **Most, 92% of the tenth graders felt they could do things as well as most other people. A third strongly agreed with this statement.**

The percentage responses to the statement "I am able to do things as well as most other people" were as follows: strongly agree, 33%; agree, 59%; disagree, 7%; strongly disagree, 1%. Although there was no change in the percent disagreeing, there was a slight decrease in the percent strongly agreeing when the tenth grade responses were compared with the eighth grade responses: strongly agree, 40%; agree, 52%; disagree, 7%; strongly disagree, 1%.

Again, substantial differences appeared with family type and with ethnicity where African Americans felt most confident. Only ethnicity showed a substantial difference in eighth grade responses where the range in the percent strongly agreeing was from Hispanic American and European American, 38% to African American, 49%. The family type difference in tenth grade respondents showed those living with their father and a stepmother were least likely and those living with someone other than either parent were most likely to strongly agree that they could do things as well as others.

Percentage Point Difference of 10 Percentage Points or More
Can Do Things As Well As Others

Strongly Agree	PPD
Asian American 30% to African American 46%	16
Father/stepmother 26% to other family 40%	14

Negative Statements

Three negatively phrased statements were used in both 1988 and 1990. An additional statement about being emotionally empty was used only in 1990.

Feel Useless – **Although about half of the tenth graders agreed that they felt useless at times, less than one in ten strongly agreed with this statement. More than one in ten strongly disagreed with the statement.**

The percentage responses to the statement "I feel useless at times" were as follows: strongly agree, 6%; agree, 43%; disagree, 38%; strongly disagree, 13%. There was only a slight change from the eighth grade responses: strongly agree, 9%; agree, 42%; disagree, 35%; strongly disagree, 14%.

Ethnicity was the only variable that showed a substantial difference in the tenth graders responses. Ethnicity did not show a difference of at least 10 percentage points in the eighth grade responses. In 1988 the difference was only two percentage points. However, sex of students did show such a difference for eighth graders: boys, 45; girls, 57%. The difference had narrowed to only three percentage points for tenth graders.

Percentage Point Difference of 10 Percentage Points or More
Feeling Useless at Times

Strongly Disagree	PPD
European American 11% to African American 22%	11

Feel No Good – **Over a third of the tenth graders said they sometimes felt they were no good at all, but only 5% strongly agreed with the statement. One in five strongly disagreed with the statement.**

The percentage responses to the statement "At times I think I am no good at all" were as follows: strongly agree, 5%; agree, 31%; disagree, 42%; strongly disagree, 22%. Again differences from responses in 1988 were slight: strongly agree, 8%; agree, 33%; disagree, 34%; strongly disagree, 24%.

Girls were more likely to agree (agree and strongly agree) than were boys. A similar difference also appeared in the 1988 data where the percentages were boys, 34%; girls, 49%. There was also a substantial difference related to family type in the tenth grade responses which did not appear in the eighth grade responses. African Americans were most likely to disagree with this statement as were those living with someone other than a parent.

Percentage Point Difference of 10 Percentage Points or More
At Times Think I Am No Good

	PPD
Agree and Strongly Agree	
Boys 29%; girls 43%	14
Other family 26% to parent/stepparent 39%	13
4-H leavers 25% to joiners 43%	18
Strongly Disagree	
Asian American and European American, 19% to African American, 34%	15
Father/stepmother 16% and other family 27%	11

Little To Be Proud Of – **Few students, 17%, agreed or strongly agreed with the statement indicating that they had little of which to be proud. Over a third strongly disagreed.**

The percentage responses to the statement "I feel I do not have much to be proud of" were as follows: strongly agree, 3%; agree, 14%; disagree, 51%; strongly disagree, 32%. Somewhat fewer students strongly disagreed with this statement as tenth graders than had done so as eighth graders. The 1988 responses were as follows: strongly agree, 4%; agree, 10%; disagree, 41%; strongly disagree, 44%.

This statement showed substantial differences both in the percent agreeing and the percent strongly disagreeing related to family type. Socio-economic status showed a substantial difference in the percent agreeing with the statement and ethnicity showed it in the percent strongly disagreeing with the statement. African Americans were most likely to disagree with 41% strongly disagreeing. Those living with their father and a stepmother were least likely and those living with someone other than a parent were most likely to strongly disagree with this statement. In 1988 only family type showed a substantial difference.

Percentage Point Difference of 10 Percentage Points or More
I Feel I Do Not Have Much To Be Proud Of

	PPD
Agree and Strongly Agree	
Highest SES quartile 12% to lowest SES quartile 22%	10
4-H stayers 13% to joiners 27%	14
Strongly Disagree	
Father/stepmother 21% to other family 35%	14
Asian American and Hispanic American 30% to African American 41%	11

Emotionally Empty – **One in five of the tenth graders indicated that they felt emotionally empty most of the time. Over a fourth strongly disagreed with the statement.**

The percentage responses to the statement "I feel emotionally empty most of the time" were as follows: strongly agree, 4%; agree, 15%; disagree, 53%; strongly disagree, 28%. Socio-economic status showed a substantial difference with 26% of those from the lowest socio-economic quartile agreeing with the statement. Family type showed a substantial difference in the percent strongly disagreeing with the statement. Those living with someone other than a parent were least likely and those living with both parents were most likely to disagree with this statement. However, less than a third of those living with both parents strongly disagreed. This statement was not included in the 1988 survey.

Percentage Point Difference of 10 Percentage Points or More
I Feel Emotionally Empty Most of the Time

	PPD
Agree and Strongly Agree	
Highest SES quartile 13% to lowest SES quartile 26%	13
Strongly Disagree	
Other family 17% to both parents 30%	13

Self-Concept Index

The responses to the positive and negative statements were combined into an index and the total group of respondents were divided into fourths or quartiles.

Overall Self-Concept – **When responses to the seven statements were combined into an index and the whole array divided into quartiles, African Americans were more likely to have higher self-concept scores than were other ethnic groups.**

Sixteen percent of the African-American tenth graders were in the lowest quartile as compared with 26% of all tenth graders; 38% were in the highest quartile as compared with 25% of all tenth graders. Family type also showed substantial differences with 36% of those living with someone other than either parent in the lowest group and only 18% of those living with their father only being in the highest group.

The 1988 grade data was provided in tertiles rather than quartiles. That data showed differences of 10 or more percentage points related to ethnicity, socio-economic status and sex of students. The 1988 range for ethnic groups was from European American 32% to African American 46% in the highest tertile and from African American 22% to Asian American and Hispanic American 37% in the lowest tertile. The 1988 differences related to socio-economic status quartile were from lowest 29% to highest 39% with the highest self-concept and from lowest 28% to highest SES quartile 38% for the lowest self-concept tertile. In 1988 26% of the boys placed in the lowest tertile on self-concept as compared with 40% of the girls. The reverse held true for the highest tertile with 27% of the girls and 40% of the boys showing high self-concept as measured by the statement used in the survey.

When the 1990 data was broken into quartiles, the range in relation to socio-economic status was three percentage points for the lowest quartile and nine for the highest quartile. The differences between boys and girls were nine percentage points for the lowest quartile and six for the highest quartile.

Percentage Point Difference of 10 Percentage Points or More
Self-Concept Index

	PPD
Lowest quartile	
African American 16% to European American 28%	12
Both parents and father/stepmother 25% to other family 36%	11
Highest quartile	
Asian American 20% to African American 38%	18
Father only 18% to mother only 28%	10

Only ethnicity showed a substantial difference in the 1990 responses. In 1988 ethnicity, socio-economic status and sex of students showed differences of 10 percentage points or more in the percent in the highest and lowest groups. However, the 1988 data was organized into thirds rather than quartiles.

Discussion:
Perhaps the most encouraging finding is that the two years between eighth and tenth grades did not appear to reduce self-concept of this particular group of teens. Although relatively short as time goes, these years bring many experiences which could cause teens to be less satisfied with themselves. Although the majority of teens have positive self-concepts, those working with teens and with parents need to be aware that the fact that because so many are positive, this may make those who do not have positive self-concepts even more vulnerable.

The consistency with which both African-American youth showed a higher percentage with higher self-concepts in both 1988 and 1990 is encouraging. Some may account for it by an assumption that African-American youth in general seem to respond most positively. However, societal changes may have been a large influence. The way in which African Americans are viewed by the broader society and the emphasis by influentials that "Black is Beautiful" which grew with the Civil Rights movements of the 1960's may have established different postures on the part of the parents of these young people. Those children who were born in the 1970's grew up in an era with more positive modeling of African Americans on the media.

The fact that about one in five agreed with the statement about emotional emptiness should be considered carefully. If the teens understood the statement in the way that you as a reader understands it, there may be cause for concern. The teen years traditionally have been a time for emotion and learning how to deal with emotion. To what extent has the heavy emotion portrayed by various forms of media affected the personal emotion of teens? If a feeling that it lacks cool to be emotional is "in" with teens, what affect might peer pressure have both on teen emotionalism and on their response to this question?

If the similarity of responses when the same teens were in eighth grade and now when they are in tenth grade is accurate data and not stimulated in some way by the wording of the questions, it would indicate that feelings about self may not change much during the early and mid-teens. That may mean that helping young people change their self-image may be difficult if left until this period in their life. However, the similarities between the total responses in the two years may mask increases and decreases in feelings of satisfaction on the part of individuals which might offset each other. It was not part of our purpose to examine the responses of individuals to determine how many increased or decreased their self-concept as measured by these particular items.

PERCEPTION OF OTHER STUDENTS' VIEWS

When tenth graders were given eight descriptors and asked to indicate the extent to which other students saw them as meeting the description, most chose to say that others saw them as somewhat meeting the descriptor rather than saying others saw them as very like the descriptor. The highest percent saying very, 29%, appeared in terms of others seeing them as a good student. The smallest percent saying very, 4%, appeared in relation to the descriptor of not fitting any group.

On the other hand, the highest percent saying that others did not see them like the descriptor was 80% not fitting any group, followed by trouble maker, 71%, and athletic, 34%. The lowest percent indicating not was 8% in terms of being a good student.

Half thought others saw them as somewhat important. Two in ten thought they were seen as being very important and one in ten thought others saw them as not important. Somewhat more thought they were not seen as popular as thought they were seen as very popular. The majority, seven out of ten, thought others saw them as somewhat popular.

Overall, a fifth, 20%, of the comparisons yielded substantial differences across ranges. The percent of the 16 comparisons per variable that yielded differences of ten percent or more were as follows: ethnicity, 44%; family type, 38%; socio-economic status, 19%; and sex of student, 19%. Region and urbanicity did not show any substantial differences.

Overview

Somewhat Or Very – **When the students were asked to respond to eight description of how they might be viewed by their peers, they were much more likely to say somewhat than to say either that others saw them as very much like the description or not like the description. The 29% saying that others saw them as a very good student was the highest response of any of the descriptions.**

The other percentages indicating very were as follows: socially active, 25%; important, 20%; athletic, 20%; part of the leading crowd, 16%; popular, 13%; troublemaker, 5%; not fitting any group, 4%. The percentages thinking others saw them as very important or as a trouble maker remained the same in the tenth as in the eighth grade data. Good student and athletic decreased slightly, popular increased very slightly. Only five of the image items were used in the 1988 survey. The percentages indicating very in the eighth grade were as follows: good student, 35%; athletic, 27%; important, 20%; popular, 17%; and troublemaker, 5%.

Not – **Four-fifths of the students said that the term not fitting any group did not fit them. Most, seven out of ten, did not think other students saw them as a troublemaker. About a third of the students did not think others saw them as athletic or as part of the leading crowd.**

The percentages saying a description did not fit how others saw them were as follows: not fitting any group, 80%; a trouble maker, 71%; athletic, 34%; part of the leading crowd, 33%; popular, 17%, socially active, 17%; important, 13%; a good student, 10%. The percentages indicating not in the eighth grade were as follows: troublemaker, 72%, athletic, 25%; popular, 17%; important, 14%; and good student, 8%;

Social Descriptions

Socially Active – **A quarter of the tenth graders thought others viewed them as very socially active. The majority thought they were viewed as somewhat active.**

The responses to other students seeing them as socially active were as follows: not, 17%; somewhat, 58%; very, 25%. This item was not included in the eighth grade survey.

Family type showed a substantial difference related to very. Those living with someone other than their parents were most likely to say they were viewed as socially active. Substantial differences related to not appeared in socio-economic status and family type. Students from the lowest socio-economic status quartile were twice as likely to say that others did not see them as socially active as were those from the highest quartile. Those living only with their fathers were least likely to think others saw them as socially active.

Percentage Point Difference of 10 Percentage Points or More
Seen as Socially Active

	PPD
Very	
Father only 20% to other family 32%	12
Not	
Other family 19% to father only 32%	13
Highest SES quartile 12% to lowest SES quartile 24%	12

Leading Crowd – About a third of the tenth graders felt that others would not see them as part of the leading crowd. At the other extreme, 16%, thought they would be viewed as very much a part of the "in-group".

The responses to other students seeing them as part of the leading crowd were as follows: not, 33%; somewhat, 51%; very, 16%. One variable, ethnicity, showed a substantial difference and that difference was related to very much being part of a leading crowd. Twice as many Native Americans responded very as did Hispanic American tenth graders. One variable, family type, also showed a substantial difference. Those living only with their father showed the highest percent saying not. This item was not used in the eighth grade survey.

Percentage Point Difference of 10 Percentage Points or More
Part of the Leading Crowd

	PPD
Very	
Hispanic American 13% to Native American 26%	13
Not	
Father/stepmother 10% to father only 22%	12

Popular – The vast majority thought they were somewhat popular. Close to the same percentages said not, 17%, and very, 13%.

The tenth graders' responses to other students seeing them as popular were as follows: not, 17%; somewhat, 70%; very, 13%. There was a slight increase in percent seeing themselves as being thought of as very popular. The eighth graders responses were as follows: not, 17%; somewhat, 66%; very, 17%.

Only family type showed a substantial difference. That difference related to the percent that said not. Those living with their father were most likely to feel others students did not see them as being popular. A difference related to ethnicity appeared in the eighth grade data. The range in the percent saying "very popular" was from Asian American 14% to African American 26%.

Percentage Point Difference of 10 Percentage Points or More
Seen as Popular

	PPD
Not	
Other family 8% to father only 22%	14

Trouble-maker – Seven out of ten eighth graders did not think other students would see them as a trouble-maker. Only 5% thought others would see them as very much of a trouble maker.

The tenth grade responses to other students seeing them as a trouble-maker were as follows: not, 71%; somewhat, 24%; very, 5%. The eighth grade responses to other students seeing them as a trouble-maker were quite similar: not, 72%; somewhat, 23%; very, 5%.

Substantial differences appeared related to ethnicity for both the percentage saying not and the percentage saying very. Native Americans were the most likely to say others viewed them as a trouble-maker and African Americans were the least likely to say so. Girls were more likely to say that other students did not view them as a trouble-maker than were boys. The only substantial difference appearing in the eighth grade data related to sex of students. At that time, 63% of the boys thought they were not seen as trouble-makers as compared with 81% of the girls.

Percentage Point Difference of 10 Percentage Points or More
Seen as Trouble-maker

	PPD
Very	
Asian American and African American 3% to Native American 15%	12
Not	
Native American 60% to African American 80%	20
Boys 62% to girls 81%	19
Joiners 61% to stayers 78%	17

No Group – **Most tenth graders, 80%, did not believe that other students saw them as not fitting into any group at school. Only 4% were willing to say that they would very much be thought of as not fitting a group.**

The responses to other students seeing them as not fitting any group were as follows: not, 4%; somewhat, 15%; very, 80%. Only one substantial difference appeared, ethnicity as related to very. Native Americans were most likely and Hispanic Americans were least likely to say very. Over one Native American in ten said that other students were likely to say they very much did not fit into any group. This item was not included in the eighth grade survey.

Percentage Point Difference of 10 Percentage Points or More
Seen as Not Fitting Any Group

	PPD
Very	
Hispanic American 3% to Native American 14%	11

Special Abilities

Good Student – **Only one student in ten thought others saw them as not being a good student. However, only somewhat more than a fourth thought others saw them as a very good student.**

The responses to other students seeing them as a good student were as follows: not, 10%, somewhat, 61%; very, 29%. There was a slight gain in the percent of students who thought that others saw them as being a good student. The eighth grade responses were as follows: not, 8%; somewhat, 56%; very, 36%.

In the tenth grade data, substantial differences in relation to very appeared related to socio-economic status with those in the highest socio-economic status being most likely and those in the lowest quartile being least likely to say that others saw them as a good student. Asian-American students, 40%, were most likely and European Americans, 27%, were least likely to say that others saw them as a very good student. In the eighth grade substantial differences appeared related to ethnicity (Hispanic American, 32%; Asian American 49%), socio-economic status (low and moderately low quartile 32% to highest SES quartiles, 44%) and family type (father/stepmother 27% to both parents 38%).

Percentage Point Difference of 10 Percentage Points or More
Seen as Good Student

	PPD
Very	
Lowest SES quartile 23% to highest SES quartile 39%	16
European American 27% to Asian American 40%	13

Athletic – **More tenth graders thought others saw them as not athletic rather than very athletic. About half thought they were seen as somewhat athletic.**

The tenth graders' responses to other students seeing them as athletic were as follows: not, 34%; somewhat, 46%; very, 20%. Their responses showed an increase over their responses as eighth graders: not, 25%; somewhat, 49%; very, 26%.

Sex of student showed substantial differences both in terms of the percent saying not and the percent saying very. Among girls, 14% thought they were viewed as very athletic, 41% as somewhat, and 45% as not athletic. Among boys, 26% thought they were viewed as very athletic, 51% somewhat, and 23% not athletic. Substantial differences in the percent saying not were also found related to three variables: socio-economic status (42% of those in the lowest quartile saying they were not seen as athletic), family type, and ethnicity. Hispanic-American youth were most likely to feel others did not view them as athletic. Those tenth graders living with someone other than either parent were most likely to feel others viewed them as being athletic.

Among the eighth graders the range in percent thinking they were viewed as very athletic were as follows: girls 19% and boys 34%; 24% of Asian American to African American 34%; father only 25% to someone other than their parents, 47%. A substantial difference also appeared among eighth graders related to not and socio-economic status. The range was from 21% of the highest to 32% of the lowest quartile thinking that other students did not see them as being athletic.

Percentage Point Difference of 10 Percentage Points or More
Seen as Athletic

	PPD
Very	
Father only 25% to other family 47%	22
Girls 14%; boys 26%	12
Not	
Boys 23%; girls 45%	22
Highest SES quartile 26% to lowest SES quartile 42%	16
Other family 9% to both parents, father only 22%	13
Asian American 30% to Hispanic American 41%	11
Joiners 29% to leavers 39%	10

Important – **The majority of students saw themselves as somewhat important. However, over one in ten thought others did not see them as important and two in ten thought others saw them as being very important.**

The tenth graders' responses to other students seeing them as important were as follows: not, 13%; somewhat, 66%; very, 20%. These responses were almost identical to those they gave as eighth graders: not, 14%; somewhat, 65%; very, 20%. Among the tenth graders, a substantial difference related to very appeared only for ethnicity. Native Americans were most likely and European Americans were least likely to think other students saw them as not important. No substantial differences appeared in relation to eighth grade responses to this item.

Percentage Point Difference of 10 Percentage Points or More
Seen as Not Important

	PPD
Very	
European American 19% to Native American 31%	12

Discussion:
These questions probably were not designed to describe a tenth grader but to give some indication of relationships with peers. How we interpret the information depends upon what we as readers value. For example, if we feel it is essentially for youth of this age to be interacting with others, then the finding that almost one in five did not feel others saw them as socially active or popular might be of concern. If we feel that "status" is important, then the one in three who did not feel they were viewed as athletic or of belonging to the leading crowd might be of concern. Perhaps perception of being felt important is of most concern.

CONTROL OF LIVES

The questions related to control over their own lives were drawn from instruments which defined external control as the influence of luck or chance rather than the control of other people. The majority saw themselves as controlling their own lives. Most teens, from three-fourths to nine out of ten, did not see chance and luck as playing a major role in their lives. Three-fourth felt they had enough control over their own lives.

Most tenth graders said they could make their plans work. About a fourth said that something or someone stopped them when they tried to get ahead; a fifth felt that their plans did not work out, but eight out of ten said that their plans usually worked out.

When the responses were combined into a locus of control index and divided into quartiles, socio-economic status appeared to make a difference in how some tenth graders responded.

Somewhat more than one in ten, 14%, of the comparisons yielded substantial differences across ranges. The percent of the 14 comparisons per variable that yielded differences of ten percent or more were as follows: ethnicity, 21%; family type, 43%; and socio-economic status, 21%. Sex of student, region, and urbanicity did not show any substantial differences.

Role of Luck

Two statements looked at how tenth graders saw the effect of luck and chance on their lives. Most teens did not see chance and luck as playing a major role in their lives which some would interpret as their being more willing to take responsibility for what happens in their lives.

Chance and Luck – **Most tenth graders, all except 29%, disagreed with the statement that chance and luck are very important. Somewhat less than a fourth strongly disagreed.**

The percentage responses to the statement, "Chance and luck are very important in my life," were as follows: strongly agree, 5%; agree, 24%; disagree, 48%; strongly disagree, 23%. This constitutes a drop in the percent of those who strongly agreed or agreed with the statement as compared to the eighth grade data. The percentages in 1988 were as follows: strongly agree, 10%; agree, 29%; disagree, 40%; strongly disagree, 21%.

The only substantial difference in the tenth grade responses appeared in relation to strongly disagreeing and it was related to family type. Tenth graders living with their father and a stepmother were least likely to disagree with the statement. The range among eighth graders agreeing or strongly agreeing with the statement was from European American 15% to African American 54%. Ethnicity and socio-economic status also showed differences in 1988.

Percentage Point Difference of 10 Percentage Points or More
Chance and Luck are Very Important

Strongly Disagree	PPD
Father/stepmother 16% to father only, other family 27%	11

Luck or Hard Work – **Most tenth graders, all except 13%, disagreed with the statement that good luck was more important than hard work. About a third strongly disagreed with the statement.**

The tenth graders percentage responses to the statement "In my life, good luck is more important than hard work for success" were as follows: strongly agree, 3%; agree, 10%; disagree, 55%; strongly disagree, 33%. Although there was little change in the percent agreeing with this statement from eighth to tenth grade, fewer of the tenth graders strongly disagreed with the statement. The 1988 responses were as follow: strongly agree, 3%; agree, 9%; disagree, 47%; strongly disagree, 42%.

Both family type and ethnicity showed substantial differences in the tenth grade responses. Those living with someone other than a parent were most likely to strongly disagree with the statement. African Americans were most likely and Native Americans were least likely to strongly disagree with this statement. In 1988 Native Americans, 21%, were most likely and European Americans, 10%, were least likely to agree or strongly agree with the statement. Socio-economic status and family type also showed substantial differences in 1988.

Percentage Point Difference of 10 Percentage Points or More
Good luck is More Important

Strongly Disagree	PPD
Father/stepmother 24% to other family 41%	17
Native American 26% to African American 41%	15

Personal Control

Two of the items dealt with the extent the tenth grader thought they could control their own life.

Lack Control – **Almost one in four tenth graders agreed with the statement that they did not have enough control over their lives. Over half disagreed with the statement and another fourth strongly disagreed.**

The percentage responses to the statement, "I don't have enough control over the direction my life is taking," were as follows: strongly agree, 5%; agree, 18%; disagree, 52%; strongly disagree, 25%. There was a slight increase in the percent who strongly disagreed with this statement since they responded as eighth graders. The eighth grade responses were as follows: strongly agree, 5%; agree, 15%; disagree, 47%; strongly disagree, 33%.

The only substantial difference in the tenth grade responses was related to ethnicity. African Americans were most likely to strongly disagree with the statement. African Americans also showed the highest percent strongly disagreeing as eighth graders where the range was from Asian Americans 26% to African Americans 36%. In both years, ethnicity was the only variable that showed a difference of 10 percentage points or more.

Percentage Point Difference of 10 Percentage Points or More
Lack Control Over Life (Strongly Disagree)

Strongly Disagree	PPD
Asian American and Native American 20% to African American 35%	15

Stopped – **Slightly more than a fourth of the tenth graders agreed with the statement that something or somebody stopped them when they tried to get ahead. Only 15% strongly disagreed with the statement.**

The percentage responses of the tenth graders to the statement, "Every time I try to get ahead, something or somebody stops me," were as follows: strongly agree, 4%; agree, 23%; disagree, 58%; strongly disagree, 15%. Differences between eighth and tenth grade responses were slight. The eighth grade responses were as follows: strongly agree, 7%; agree, 22%; disagree, 55%; strongly disagree, 18%.

The only substantial difference in tenth graders' responses was related to family type, while ethnicity, socio-economic and family type showed substantial differences in the eighth grade responses. Among the tenth graders, those who lived with both parents were least likely and those who lived with their fathers only were most likely to agree with this statement.

Percentage Point Difference of 10 Percentage Points or More
Somebody or Something Stops Me

Agree or Strongly Disagree	PPD
Both parents 23% to father only 40%	17

Success of Plans

Two of the statements dealt with the success of their plans. Most tenth graders said they could make their plans work. There were slight differences from their eighth grade responses.

Plans Don't Work Out – More than one in five agreed with the statement that their plans did not work out. Slightly fewer strongly disagreed with the statement.

The percentage of responses to the statement, "My plans hardly ever work out, so planning only makes me unhappy," were as follows: strongly agree, 4%; agree, 18%; disagree, 58%; strongly disagree, 20%. There was a slight shift from disagree to strongly disagree as the group moved from eighth grade to tenth grade. The eighth grade responses were as follows: strongly agree, 6%; agree, 14%; disagree, 52%; strongly disagree, 28%.

Only socio-economic status showed a substantial difference related to the percent of tenth graders strongly disagreeing with this statement. The eighth grade responses also showed a substantial difference in the percent strongly disagreeing that was related to socio-economic status. The eighth grade responses showed a range from 21% of those in the lowest SES quartile to 35% of those in the highest quartile strongly disagreeing with this statement. A substantial difference also appeared in the eighth grade responses related to family type.

Percentage Point Difference of 10 Percentage Points or More
My Plans Hardly Ever Work Out

Strongly Disagree	PPD
Lowest SES quartile 16% to highest SES quartile 26%	10

Sure of Plans – Most, four out of five, felt that their plans usually worked out. Only 3% strongly disagreed with the statement.

The percentage of responses to the statement, "When I make plans, I am almost certain I can make them work," were as follows: strongly agree, 15%; agree, 65%; disagree, 18%; strongly disagree, 3%. The only difference between eighth and tenth grade responses was a slight shift from strongly agreeing to agreeing. The eighth grade responses were as follows: strongly agree, 20%; agree, 59%; disagree, 18%; strongly disagree, 3%.

Family type showed a substantial difference with youngsters living with their father and stepmother being least likely to disagree with the statement. The eighth grade data showed a substantial difference in percent strongly agreeing related to ethnicity.

Percentage Point Difference of 10 Percentage Points or More
Sure Plans Will Work Out

Disagree	PPD
Father/stepmother 11% to father only 21%	10

Locus of Control Index

The items previously presented individually were combined, scored, and the tenth graders divided into quartiles based on their score.

Overall Control – **Socio-economic status and family type showed differences in the percent in the lowest and highest locus of control quartiles when locus of control scores were divided into quartiles. Ethnicity showed a substantial difference related only to the percent in the lowest locus of control quartile.**

The tenth graders in the lowest socio-economic status quartile, those of Native-American heritage, and those living with their father and a stepmother showed more than a third in the lowest quartile. Over a third of the tenth graders in the highest socio-economic quartile were also in the highest locus of control quartile. Those living with both parents also showed a slightly higher percent in the top locus of control quartile.

The eighth grade responses showed differences related to ethnicity and socio-economic status. Among the eighth graders the range in percent in the lowest socio-economic status quartile was from 30% of European American to 43% of Hispanic-American eighth graders, and from 23% of the highest to 45% of those in the lowest socio-economic quartile. The eighth grade percentages in the highest tertile of locus of control ranged from 24% of those in the lowest to 43% of those in the highest socio-economic quartile.

Percentage Point Difference of 10 Percentage Points or More
Locus of Control Index

Lowest quartile	PPD
Highest SES quartile 16% to lowest SES quartile 35%	19
European American 23% to Native American 37%	14
Father only 21% to father/stepmother 34%	13
Highest quartile	
Lowest SES quartile 20% to highest SES quartile 32%	12
Father only 17% to both parents 27%	10

Discussion:

The finding that some eighth and tenth graders were likely to feel that chance and luck affected their lives and that they had less control over their lives is not surprising given the extent to which those factors which define socio-economic status have a definite negative effect upon many families and youngsters. For example, it is hard for some to understand that the number of low-skill jobs is disappearing and as a result why a family is thrown into dependency upon welfare or homelessness.

Youngsters need to learn that for the most part they can control their own lives and affect what happens to them, but that sometimes chance and luck do indeed enter in. At one point in history experts in self-development may have encouraged greater internal control. Now there is some indication that the person who fairs best is the one who has a good blend of internal and external control.

Self and Peers

This section is divided into the following parts: characteristics of current friends and companions, relationship with own and opposite sex, peers views of importance, and most admired person.

CURRENT FRIENDS AND COMPANIONS

Although teens make new friends as they progress through school, most, almost nine out of ten, kept some of the friends they had in eighth grade. The majority said they spent most of their time with 16-17 year olds. About a third indicated someone 14-15, and almost as many, 30%, indicated someone 18-19. Most, four out of five, of the tenth graders felt that they had good friends of their own sex.

Overall, a fourth of the comparisons, 25%, yielded substantial differences. The percent of the 10 comparisons per variable that yielded substantial differences were as follows: family type, 70%; ethnicity, 40%; and socio-economic status, 40%. Sex of student, region, and urbanicity did not show any substantial differences.

Continuing – **Most, almost nine out of ten, of the tenth graders said that some of their present friends were the same as their friends in eighth grade.**

None of the variables showed substantial differences. This was not asked in the eighth grade survey.

Companions' Age – **The majority, four out of five, indicated that they spent most of their time with people about their own age.**

Tenth graders were asked to check the age group or age groups of the people with whom they spent the most time. They could check all that they felt applied. As a result the percentages add to more than 100%. The vast majority, 82%, indicated people 16-17 years of age. About a third indicated someone 14-15, and almost as many, 30%, indicated someone 18-19.

A few, 5%, indicated spending most of their time with someone under 15. The percent indicating spending most of their time with older people (either exclusively or in addition to those their own age) were as follows: 20-21, 13%; 22-25, 8%; and 26 and older, 12%.

The variables examined in the study did not show substantial difference in who spent time with someone under 14.

Ethnicity showed differences related to the first three age groups. Native Americans showed the highest percent under 14. African Americans showed the highest percent in the 18-19 age group. European Americans showed the highest percentage in the 16-17 age group.

Socio-economic status showed differences in relation to the three age groups closest to the tenth grader's age. The lowest quartile showed the highest percentages and the upper quartile showed the lowest percentages in the 18-19 and 20-21 age ranges. The highest quartile showed the highest percentage, 88%, in the 15-17 age range.

Family type showed a substantial difference for all age groups 14 and older. Smaller percentages of those living with both parents indicated spending time with older youth than did others. This question was not asked in the eighth grade study.

Percentage Point Difference of 10 Percentage Points or More
Age of People With Whom Tenth Grader Spends Most Time

	PPD
14-15	
African American 29% to Native American 39%	10
Father only 23% to both parents 34%	11
Joiners 28% to stayers 38%	10
16-17	
Native American 69% to European American 84%	15
Father, other family 74% father/stepmother 85%	11
Lowest SES quartile 78% to highest SES quartile 88%	10
18-19	
Highest SES quartile 22% to lowest SES quartile 38%	16
Asian American 27% to African American 38%	11
Both parents 27% to father only 37%	10
Stayers 27% to joiners 43%	16
20-21	
Both parents 11% to other family 25%	14
Highest SES quartile 7% to lowest SES quartile 19%	12
22-25	
Both parents 6% to other family 16%	10
Nevers 7% to joiners 18%	11
26 and older	
Both parents, mother/stepfather 11% to other family 29%	18
Nevers 12% to joiners 24%	12

Discussion:
Although the questions did not go into a good deal of detail in terms of the extent to which tenth graders friends included those that had been their friends in eighth grade, it would appear that most teens have some degree of continuity in their friendships. It also appears that most maintain at least some friends with young people their own age, although many do not limit themselves only to this age group. In general, it is thought to be advantageous for an adults to have friends of varied ages. One sign of growing maturity might be the span in the ages of friends. However, only having younger or only having young adult friends may create some concern. Unfortunately, we did not examine what percent only had younger or older friends.

EASE OF RELATING TO OWN AND OPPOSITE SEX

If tenth graders felt they were having difficulty getting along with others, few admitted it in the several questions which probed at how well tenth graders thought they related to others. About half thought they got a lot of attention from the opposite sex. Most thought they made friends easily with both boys and girls. Most tenth graders did not feel it was difficult for them to make friends with their own sex. Nor did they feel it was hard to get along with girls or boys. Less than 10% indicated difficulties.

Overall, a fifth of the comparisons, 22%, yielded substantial differences. The percent of the 16 comparisons per variable that yielded differences of ten percentage points or more across ranges were as follows: ethnicity, 56%; family type, 44%; and socio-economic status, 31%. Sex of student, region, and urbanicity did not show any substantial differences.

These questions were not asked in the eighth grade survey.

Attention, Opposite Sex – **Slightly less than half of the tenth graders thought they got a lot of attention from members of the other sex. One in ten said the statement was false or mostly false as applied to them.**

The percentage responses to the statement, "I get a lot of attention from members of the opposite sex," were as follows: 5%, false; 5%, mostly false; 14%, more false than true; 28%, more true than false; 26%, mostly true; and 22%, true. Ethnicity showed substantial differences in relation to both true and false. African Americans were most likely to feel they received a lot of attention from the opposite sex. Native Americans were least likely to think so. Family type also showed a substantial difference in relation to the percent indicating the statement was true or mostly true. Those who lived with both parents were least likely to say this statement was true and those who lived with someone other than parents were most likely to do so.

Percentage Point Difference Of 10 Percentage Points or More
Attention From Opposite Sex

False and Mostly False	PPD
African American, Hispanic American 7% to Native American 22%	15
True and Mostly True	
Native American 45% to African American 64%	19
Both parents 47% to other family 59%	12

Popular, Opposite Sex – **Most tenth graders also disagree with the statement that they were not popular with the opposite sex. However, about one in ten said it was true or mostly true.**

The percentage responses to the statement, "I'm not very popular with the opposite sex," were as follows: 38%, false; 23%, mostly false; 16%, more false than true; 11%, more true than false; 6%, mostly true; and 5%, true. None of the variables showed a substantial difference.

Friends with girls – **Most eighth graders, 71%, thought they made friends easily with girls. Only 6% said this statement was false.**

The percentage responses to the statement, "I make friends easily with girls," were as follows: 3%, false; 3%, mostly false; 7%, more false than true; 18%, more true than false; 30%, mostly true; and 41%, true. There were no substantial differences when the variables were examined.

Friends with boys – **Most, 72%, also said they made friends easily with boys. Only 4% said this statement was false.**

The percentage responses to the statement, "I make friends easily with boys," were as follows: 2%, false; 2%, mostly false; 6%, more false than true; 18%, more true than false; 32%, mostly true; and 40%, true. One substantial difference appeared related to family type. Those who lived with their father only were least likely and those who lived with someone other than a parent were most likely to say they made friends easily with boys.

Percentage Point Difference of 10 Percentage Points or More
Make Friends Easily With Boys

True or Mostly True	PPD
Father only 63% to other family 74%	11

Girls – **Most tenth graders, 81%, disagreed with the statement that they did not get along well with girls. However, 3% said this statement was true.**

The percentage responses to the statement, "I do not get along very well with girls," were as follows: 63%, false; 18%, mostly false; 8%, more false than true; 5%, more true than false; 3%, mostly true; and 3%, true. Substantial differences appeared related to family type and ethnicity for both true and false. African Americans were somewhat more likely to feel this statement was true than were others. Socio-economic status showed a substantial difference in the percent saying the statement was false. Note that the difference related to sex of respondent was not substantial. Neither boys nor girls were more likely to get along well with girls.

Percentage Point Difference of 10 Percentage Points or More
Do Not Get Along Very Well With Girls

False or Mostly False	PPD
African American 64% to Asian Americans 80%	16
Lowest SES quartile 51% to highest SES quartile 64%	13
Father/stepmother 71% to other family 84%	13
Joiners 66% to stayers 82%	16
True or Mostly True	
Father only 5% to father/stepmother 17%	12
European American 7% to African American 18%	11

Boys – **About the same percentage, 80%, disagreed with the statement that they did not get along with boys. A few, 6%, said the statement was true or mostly true.**

The percentage responses to the statement, "I do not get along very well with boys," were as follows: 61%, false; 20%, mostly false; 8%, more false than true; 4%, more true than false; 3%, mostly true; and 3%, true. Differences appeared only in relation to the percentage false. Such differences appeared related to socio-economic status and ethnicity. European Americans and those from the highest socio-economic quartile were most likely to say that this statement was false or mostly false.

Percentage Point Difference of 10 Percentage Points or More
Do Not Get Along Very Well With Boys

False or Mostly False	PPD
Lowest SES quartile 74% to highest SES quartile 88%	14
African American 71% to European American 83%	12
Joiners 72% to stayers 85%	13

Good Friends, Own Sex – **Most, about four out of five, of the tenth graders felt that they had good friends of their own sex. Only 2% indicated that the statement was completely false as applied to themselves.**

The percentage responses to the statement, "I have good friends who are members of my own sex," were as follows: 2%, false; 1%, mostly false; 4%, more false than true; 11%, more true than false; 23%, mostly true; and 60%, true. Ethnicity, socio-economic status and family types all showed substantial differences in the percent indicating that the statement was true or mostly true. Those living with someone other than a parent were least likely and those living with both parents were most likely to say they had good friends of their own sex. Hispanic Americans and those in the highest SES quartile showed the highest percentages indicating that this statement was mostly true for themselves. This question was not asked about the opposite sex. This question was not asked in the eight grade survey.

Percentage Point Difference of 10 Percentage Points or More
Good Friends of Own Sex

True or Mostly True	PPD
Other family 62% to both parents 85%	23
African American 71% to Hispanic American 89%	18
Lowest SES quartile 77% to highest SES quartile 89%	12
Joiners 74% to leavers 86%	12

Difficulty own sex – Most tenth graders disagreed with the statement that it was difficult for them to make friends with their own sex. However, 6% said it was true or mostly true.

The percentage responses to the statement, "It is difficult to make friends with members of my own sex," were as follows: 58%, false; 21%, mostly false; 9%, more false than true; 6%, more true than false; 4%, mostly true; and 2%, true. Ethnicity showed substantial differences both in relation to the percent saying the statement was true or mostly true and the percent saying it was false or mostly false. Tenth graders of Asian-American heritage were the least and those of Native-American heritage were the most likely to say that the statement was true. Socio-economic status and family type also showed a substantial difference in the percentage that said the statement was false or mostly false. Those in the lowest quartile were least likely and those in the highest quartile were most likely to say the statement was false or mostly false. Those living with their father and a stepmother were least likely and those living with both parents were most likely to say the statement was false.

Percentage Point Difference of 10 Percentage Points or More
Difficult To Make Friends With Own Sex

False or Mostly False	PPD
Native American 47% to Asian American 62%	15
Father/stepmother 68% to both parents 82%	14
Lowest SES quartile 72% to highest SES quartile 82%	10
True or Mostly True	
Asian American 3% to Native American 17%	14

Discussion:
We don't know why the survey asked both about making friends and about getting along.The two activities may have seen them as different phenomenon or the study designers may have been cross checking. Responses to the items were very similar. By the time they reached the tenth grade and were from one to three years from legal adulthood, most teens were comfortable with their ability to interact with both individuals of their own and individuals of the other sex. But the fact that most were comfortable, may make the small percentage who were not satisfied with their ability to make friends and to get along more uncomfortable. Coming across such individuals may be so seldom that some adults may be less alert to the sensitivities involved than they are with children and younger teens. For some tenth graders, probably a very few, the problems may be sufficiently severe that they need the help of a counselor.

PEERS' VIEWS OF IMPORTANCE

There was considerable variation in terms of the percent of respondents in regard to their view of the importance their friends gave to various activities. The greatest consensus came in terms of friends thinking finishing high school as being very important, and not thinking volunteering and religious activity were very important.

About half of the teens said that their friends thought being popular was somewhat important and about half thought that having a steady was somewhat important. Only about a third thought their friends saw these two social characteristics as being very important.

The variables examined in this study appeared to make little difference in views of what peers thought was important. Overall, a tenth of the comparisons, 13%, yielded substantial differences. The only variables yielding substantial differences in the 4 comparisons per variable were family type, 25%, and ethnicity, 25%.

These questions were not asked in the eighth grade survey.

Very Important – **The only items where there was considerable consensus among the tenth graders that their friends saw as being very important was finishing high school. The greatest consensus in agreement that something was not very important was volunteering, helping the community and religious activity.**

The percentage that said their friends saw various things as very important were as follows: finish high school, 80%; attend classes regularly, 57%; continue education beyond high school, 53%; get good grades, 50%; study, 37%; be popular with students, 37%; have a steady job, 37%; play sports, 30%; be willing to party, get wild, 28%; have a steady, 23%; participate in religious activities, 11%; do community work or volunteer, 5%.

Not Important – **Volunteering and helping the community was the activity that the highest percent of tenth graders, almost three out of five, thought their friends saw as unimportant. Only 2% thought their friends saw finishing high school as being unimportant.**

The percentage that said their friends saw various things as not important were as follows: do community work or volunteer, 59%; participate in religious activities, 48%; be willing to party, get wild, 28%; play sports, 27%; have a steady, 21%; have a steady job, 18%; be popular with students, 12%; study, 9%; continue education beyond high school, 8%; get good grades, 6%; attend classes regularly, 4%; finish high school, 2%.

Being popular – **About half of the teens said that their friends thought being popular was somewhat important. Somewhat over a third thought that their friends saw being popular with students as very important. Over one in ten thought their friends saw it as not important.**

The percentages were as follows: not, 12%; somewhat, 52%; very, 37%. The mixture of views in relation to being popular seemed to hold regardless of most of the variables examined. There were no substantial differences related to the variables examined.

Having a "steady" – **About one third thought their friends felt that having a steady was very important. About one in five thought their friends saw this as being not important.**

The percentages were as follows: not, 21%; somewhat, 52%; very, 37%. Having a steady showed more variation related to the variables examined. Ethnicity, socio-economic status and family type showed differences related to very. Native Americans were most likely (over one in three) and Asian Americans were least likely (less than one in five) to think their friends saw having a steady as being very important. Those from the lowest socio-economic quartile were most likely and those from the highest quartile were least likely to see having a steady as being very important. Those living with both parents were least likely and those living with their father only were most likely to have thought that having a steady was very important.

Percentage Point Difference of 10 Percentage Points or More
Peers Views of Importance of Having a Steady

Very important	PPD
Asian American 18% to Native American 35%	17
Highest SES quartile 17% to lowest SES quartile 30%	13
Both parents 20% to father only 32%	12
4-H stayers 18% to 4-H joiners 28%	10

Discussion:

Peer pressure is often viewed as a reason why teens strive to be popular and may engage in "steady" relationships. It is encouraging to see that only about a third of the respondents felt their peers saw such social relations as being very important. Even in the subgroups who were most likely to say that having a steady was most important, the percentage was only about a third. In instances where popularity or having a steady seems very important to a tenth grader it may be for reasons other than that they think it is expected by their peers.

MOST ADMIRED PERSON

The five characteristics that most of the tenth graders selected as describing the person they most admired were honesty, understanding the respondent, intelligence, dressing well, and thinking the way the respondent does. The three characteristics indicated by less than a third of the tenth graders were making a lot of money, having a good job, and driving a nice car. Most tenth graders chose a friend or relative as their most admired person rather than some more remote person like a television or sports star. Almost three-fifths chose someone 16-19. Almost one in ten said they did not admire anyone and did not check any of the characteristics.

Overall, about a fifth of the comparisons, 19%, yielded substantial differences. The percent of the 18 comparisons per variable that yielded differences of ten percentage points or more across ranges were as follows: ethnicity, 56%; family type, 22%; socio-economic status, 22%; sex of student, 17%; and region, 6%. Urbanicity did not show any substantial differences. These questions were not asked in the eighth grade survey.

No One -- **Almost one in ten, said they did not admire anyone and did not check any of the characteristics.**

Ethnicity and family type showed differences. European-American tenth graders were least likely and Native Americans were most likely to say there was no one they admired. However, more than four out of five Native Americans did have someone they admired.

Percentage Point Difference of 10 Percentage Points or More
Does Not Admire Anyone

	PPD
European American 7% to Native American 19%	12
Other family, father only 6% to father/stepmother 16%	10

Characteristics of Most Admired Person

The questionnaire included a list of 10 characteristics and tenth graders were asked to check those that described the person they most admired.

Most Indicated – The five characteristics that seven out of ten of the tenth graders selected as characteristics of the person they most admired were: honesty, understands the respondent, intelligent, dresses well, and thinks the way the respondent does.

The percentages indicating the most frequently indicated traits were as follows: honest, 80%; understands tenth grader, 78%; intelligent, 75%; dresses well, 71%; and thinks the way the tenth grader does, 70%.

Ethnicity showed differences in relation to all five of these characteristics. Native-American tenth graders consistently showed the lowest percentages. However, in most instances, at least 60% had chosen these characteristics. European Americans showed the highest percentage selecting honest, understanding tenth grader, and thinking as the tenth grader does. African Americans showed the highest percent selecting dresses well and Asian Americans showed the highest percent selecting intelligent.

Socio-economic status showed a difference in relation to honesty and intelligence with tenth graders from families in the lowest quartile being least likely and those from the highest quartile being most likely to choose these traits.

Sex of student showed a difference related to two of the characteristics. Relating to the tenth grader in terms of understanding and thinking as the tenth grader does was more important for girls than for boys.

Family type showed a difference in relation to dressing well. Those living with someone other than their parents were least likely and those living with their father and stepmother were most likely to say this was important.

Percentage Point Difference 10 Percentage Points or More
Most Indicated Traits Found in People Admired

Honest	PPD
Native American 63% to European American 82%	19
Lowest SES quartile 74% to highest SES quartile 84%	10
Understands tenth grader	
Native American 70% to European American 80%	10
Boys 72%; girls 84%	12
Intelligent	
Native American 63% to Asian American 78%	15
Lowest SES quartile 66% to highest SES quartile 84%	18
Dresses well	
Other family 62% to father/stepmother 81%	19
Native American 64% to African American 74%	10
Thinks as tenth grader does	
Native American 58% to European American 71%	13
Boys 64%; girls 75%	11
Joiners 61% to leavers 75%	14

Least Indicated – The three characteristics indicated by less than a third of the tenth graders were making a lot of money, having a good job, and driving a nice car.

The percentages less frequently indicating traits as describing the person they most admired were as follows: popular, 59%; good at sports, 41%; drives a nice car, 32%; has a job, 31%; makes a lot of money, 24%.

Ethnicity showed a difference in relation to all except being good at sports. European Americans showed the highest percent indicating popular and African Americans showed the highest percent indicating drives a nice car, has a job, and makes a lot of money. However, in each case fewer than 45% selected these traits.

Socio-economics status showed differences related to popular and good at sports but not to the other characteristics. Again, those in the lowest quartile were least likely and those in the highest quartile were most likely to indicate the characteristic.

Sex of students showed a difference in relation to being good at sports with more boys than girls selecting this trait. However, fewer than half of the boys indicated this characteristic and about a third of the girls did so.

Tenth graders from the South were most likely and those from the Northeast were least likely to see driving a nice car as a characteristic of a person they admired.

Family type did not show a substantial difference related to any of the characteristics.

Percentage Point Difference 10 Percentage Points or More
Least Indicated Traits Found in People Admired

Popular	PPD
Asian American and Native American 49% to European American 61%	12
Lowest SES quartile 52% to highest SES quartile 64%	12
Good at sports	
Girls 34%; boys 49%	15
Lowest SES quartile 36% to highest SES quartile 46%	10
Stayers 36% to joiners 50%	14
Drives a nice car	
Native American 26% to African American 40%	14
Northeast 26% to South 37%	11
Has a job	
Native American 25% to African American 41%	16
Makes a lot of money	
European American 22% to African American 33%	11

Relationship of Most Admired Person

Most tenth graders chose a friend or relative rather than some more remote person.

Most Admired – **Somewhat over half of the tenth graders selected a friend as their most admired person. Some, 15%, selected a spouse or significant other. About a fourth chose a relative including 13% who chose one of their parents. Only 7% chose someone other than a friend or relative.**

About a third chose a friend who was between the ages of 16 and 19. One in ten chose a friend older than 19, and almost one in ten, 8%, chose a friend who was under 16. Eleven percent chose a relative other than their parents who was over 19. Among the 15% selecting a spouse or significant other, in 11% of the cases the individual was between 16 and 19 years of age.

Age – Almost three-fifths of tenth graders chose someone 16-19 as their most admired person.

Somewhat more than one in ten, 12%, chose someone under 16 years of age. Slightly more 14% chose someone 20 to 25. About one in five chose someone 26 years of age or older. (However, in the majority of instances, 13% from 17%, the individual was one of their parents). It would appear that relatively few were thinking of news or older entertainment figures when they answered the question about characteristics.

The only age group which showed a substantial difference appeared related to friends, 16-19, and family type. Those living with someone other than their parents were least likely and those living with their father and stepmother were most likely to indicate this was the person most admired.

Percentage Point Difference 10 Percentage Points or More
Age of Most Admired Person

Friends 16-19	PPD
Other family 25% to father/stepmother 38%	13

Discussion:
It is of interest to note that tenth graders when asked to indicate the person they most admired, young or adult, chose people close to them rather than musicians, television stars, sports figures or statespersons. In general, most adults will be pleased with the percentages for most and least chosen characteristics. It is heartening to think that tenth graders both admire such characteristics and are able to see them in their friends and relatives.

Life Skill Development Activities

This section includes the following subsections: school extracurricular activities, nonschool activities, religion, reading and viewing, working for pay, and peers' views of importance of various leisure activities.

It would appear that there is a good deal of diversity among tenth graders in the kinds of opportunities that they choose to help them develop values and life skills. Most tenth graders are very active combining a variety of extracurricular school and nonschool activities with work, reading, and television viewing. For most areas, there is considerable diversity both in terms of what tenth graders choose to do and in the importance they feel their friends give to selected activities. However, it may be of concern to some that there is so little involvement with or feeling of importance for volunteering and community service. Further concern is that religion may not play as important a role in some tenth graders lives as some would like.

EXTRACURRICULAR ACTIVITIES

Most schools had a wide variety of extracurricular activities available to tenth graders. Basketball and yearbooks or newspapers were most available.

Overall, about one in five, 17%, of the comparisons on access yielded substantial differences. The percentages on the 18 comparisons per variable were as follows: urbanicity, 39%; region, 33%; ethnicity, 17%; family type, 6%; and socio-economic status, 6%. It is to be noted that sex of student showed no differences related to availability of various extracurriculuar activities at the school attended.

Three-fourths of the tenth graders took part in at least one activity. The average student took part in either one or two school activities. Almost half took part in some sport at school. The most frequently indicated team sport was basketball with one tenth grader out of five saying they took part. One in four took part in one of the individual sports such as track.

Slightly more than half took part in an activity other than sports. About a fourth took part in two or more activities other than sports. There was considerable variation in the activities selected; ranging from 3% taking part in pom-pom or drill team to 30% taking part in some school club. Those tenth graders who took part in extracurricular activities at school usually spent from one to four hours per week.

Overall, about a fourth of the comparisons on participation, 26%, showed substantial differences. All of the variables showed at least one substantial differences across ranges. The percent of the 23 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 43%; family type, 35%; socio-economic status, 35%; sex of student, 17%; urbanicity, 17%; and region, 9%.

Availability – Most schools had a wide variety of extracurricular activities available to high school students. The range in respondents saying that various activities were available at their school was from 36% saying their school had a swim team to 98% saying their school had a newspaper and/or yearbook.

Basketball and yearbooks or newspapers were most available. Only 2% of the schools indicated that they did not have such activities available. More than 90% of the schools indicated that band or orchestra, cheerleading, school play or musical, school academic clubs, baseball or softball, academic honor society, football, student government and individual sports (cross-country, gymnastics, golf, tennis, track, wrestling) were available.

At the other extreme, 36% of the tenth graders said that swim team was not offered at their school. Slightly less than a fourth, 23%, said that soccer was not available at their school. Some, 14%, indicated that team sports other than those listed were not available at their school (hockey, volleyball, etc.). From 84% to 88% offered hobby clubs, pom-pom or drill teams, school service clubs, and FTA, FHA, and/or FFA.

Sports. The percent of schools that did not offer extracurricular sports activities were basketball, 2%; cheerleading, 5%; baseball/softball, 6%; football, 7%; individual sport, 8%; other team sport, 14%; pom-pom/drill team, 16%; soccer, 23%; swim team, 36%.

Five sports, baseball/softball, basketball, football, individual sport, and cheerleading, showed no difference in availability at the schools attended when examined by the seven characteristics (variables) of the tenth graders.

Soccer and swim team showed the most differences related to variables. In particular rural schools were considerably less likely to offer these two sports than were urban schools. Rural schools were also least likely to offer other team sports such as hockey and volleyball, and pom-pom or drill teams. There were also regional differences related to all four.

North Central schools were least likely to offer soccer and Northeast and Western schools were most likely to do so. Southern tenth graders were least likely and Western schools were most likely to have swim teams and other team sports available at their schools. Western schools were most likely and Northeast tenth graders were least likely to have pom-pom or drill team available at their school.

Ethnicity also showed substantial differences related to availability of soccer and swim teams. Asian Americans were most likely and Native Americans were least likely to attend schools which had these two sports available. Family type showed a difference related to swim team.

The eighth grade survey found that almost all schools offered some athletic activity to eighth graders. However, there was a greater variety of sports activities in high school.

Percentage Point Difference of 10 Percentage Points or More
Sports Activity Not Available at School

Soccer	PPD
Urban 13% to rural 51%	38
Northeast and West 14% to North Central 32%	18
Asian American 14% to Native American 29%	15
Nevers 21% to stayers 44%	23
Swim Team	
Urban 26% to rural 63%	37
Asian American 24% to Native American 41%	17
West 24% to South 40%	16
Other family 29% to father only 42%	13
Joiners 32% to stayers 56%	24
Other Team Sport	
West 6% to South 21%	15
Urban and suburban 12% to rural 24%	12
Pom-pom, drill team	
West 11% to Northeast 21%	10
Urban 13% to rural 23%	10

Other Activities. The percent of schools who did not offer other extracurricular activities were as follows: school yearbook/newspaper, 2%; band /orchestra, 4%; school play or musical, 5%; school academic clubs, 5%; academic honor society, 6%; student government, 7%; school FTA/FHA/FFA, 12%; school service clubs, 13%; school hobby clubs, 16%.

Six of the activities, music group, school play/musical, student government, honor society, yearbook/newspaper, and academic clubs, showed no substantial differences in availability when examined by the variables used in this study. Hobby clubs showed the greatest number of substantial differences, followed by vocational clubs and service clubs.

Urbanicity showed the greatest percentage point differences across ranges in each of the three instances. Rural schools were somewhat less likely to make hobby clubs, vocational clubs, and service clubs available to tenth graders than were urban schools. Regional differences appeared related to hobby clubs and vocational clubs with Western tenth graders most likely and North Central tenth graders least likely to have access to hobby clubs. Southern tenth graders were most likely and Northeastern tenth graders least likely to have access to vocational clubs.

Ethnicity showed a difference related to hobby clubs and socio-economic status showed a difference related to the availability of vocational clubs.

Percentage Point Difference of 10 Percentage Points or More
Extracurricular Activity Not Available at School

Hobby Club	PPD
Urban 11% to rural 31%	20
West 9% to North Central 21%	12
Hispanic American 10% to Native American 21%	11
Nevers and joiners 15% to stayers 32%	17
FTA, FHA, FFA	
Urban 6% to Rural 25%	19
Lowest SES quartile 8% to highest SES quartile 21%	13
South 8% to Northeast 20%	12
Service Club	
Urban 7% to rural 26%	19
Joiners 7% to stayers 22%	15

Selection – **Tenth graders appeared to be selective in the activities they chose, and, as a result, fewer than half indicated taking part in any one activity. The range in percent taking part in any one activity was from 4% taking part in pom-pom/drill team or swim team to 30% taking part in school academic clubs.**

The range in percent taking part in any one activity was from 4% taking part in pom-pom/drill team or swim team to 30% taking part in school academic clubs. Somewhat more had taken part in an individual sport, 23%, than had taken part in any one of the team sports. Among team sports the percent of tenth graders who had taken part ranged from 4% participating on a swim team to 19% taking part in basketball.

Number – **Over a fourth, 28%, of the tenth graders did not take part in any extracurricular activity at school. The average student took part in one or two. About one in ten took part in five or more.**

Differences of 10 or more percentage points in the percent taking part in any extracurricular activity (including sports) appeared related to four of the seven variables examined. The greatest differences appeared related to socio-economic status and living with someone other than either parent. There was a marked difference related to socio-economic status with over 80% of those in the highest quartile taking part in something as compared with less than 60% of those in the lowest SES quartile. Those living with both parents were most likely and those living with someone other than either parent were least likely to participate in any extracurricular activity. Hispanic-American students and urban students were also somewhat less likely to participate in school extracurricular activities. None of the variables showed substantial differences related to taking part in five or more of the activities.

Percentage Point Difference of 10 Percentage Points or More
Participating In Any Extracurricular Activity

	PPD
Lowest SES quartile 56% to highest SES quartile 83%	27
Other family 60% to both parents 76%	16
Hispanic American 60% to Asian American and European American 73%	13
Urban 72% to rural 83%	11

The 1988 survey found that 88% of the eighth graders took part in at least one school extracurricular activity and that 35% participated in four or more. It would appear that the percentage not participating in anything at school increased from 12% to 28% as the group moved from eighth to tenth grade. Among the eighth grade respondents, differences related to not participating in any activity did not reach 10 percentage points when each of the seven variables was examined. Differences in taking part in four or more activities appeared related to 4-H participation, socio-economic status, and ethnicity.

Time spent – **Those tenth graders who took part in school sponsored activities usually spent from one to four hours a week.**

Forty-one percent said they did not spend any time and 17% said they spent less than one hour a week. About a fifth, 19%, said they spent from one to four hours per week, 11% from 5 to 9 hours, 11% from 10 to 19 hours, and 2% said they spent more than 20 hours per week on extracurricular activities.

The greatest amount of difference in the percent saying they did not spend any time appeared related to socio-economic status. Less than a fourth of those in the highest SES quartile said they spent no time in extracurricular activities as compared with over half of those in the lowest quartile. Family composition and ethnicity also showed differences. Somewhat more than a third of those living with both parents did not spend any time in school extracurricular activities as compared with over half of those living with their father and a stepmother.

The greatest amount of difference in spending five or more hours appeared related to ethnicity and socio-economic status. The range in relation to ethnicity was from 6% of Asian-American tenth graders to 29% of European-American tenth graders saying they spent five or more hours per week in school activities. More than twice as many tenth graders in the highest (37%) as in the lowest quartile (15%) said that they spent more than five hours per week in school activities. Those living with both parents were most likely to spend this amount of time in school extracurricular activities (27%) and those living with someone other than either parent were least likely to do so (14%). The eighth grade survey did not ask about the amount of time spent on activities.

Percentage Point Difference of 10 Percentage Points or More
Amount of Time Spent in School Extracurricular Activities

No Time Spent In School Sponsored Activities	PPD
Highest SES quartile 23% to lowest SES quartile 52%	29
Both parents 36% to father/stepmother 52%	16
European American 34% to Hispanic American 48%	14
4-H stayers 32% to joiners 42%	10
5 or More Hour Per Week Spent In School Sponsored Activities	
Asian American 6% to European American 29%	23
Lowest SES quartile 15% to highest SES quartile 37%	22
Other family 14% to both parents 27%	13

Sports

Number – **Forty-nine percent indicated taking part in at least one of the eight sports listed in the survey. Only 4% indicated taking part in four or more.**

The percentage had decreased since eighth grade. In that survey three-fifths indicated participating in one or more athletic activities (nearly half participated in varsity sports and 43% in intramural sports).

The greatest difference in sports participation came in relation to socio-economic status with 34% of tenth graders from families in the lowest quartile taking part in sports as compared with 63% of those from the highest quartile. Hispanic Americans were least likely and European-American tenth graders were most likely to take part in at least one sport. Southern tenth graders were least likely and North Central tenth graders were most likely to take part in at least one sport. The percent of girls and the percent of boys taking part in at least one sport remained about the same in the eighth grade (girls 42%; boys, 54%) and tenth grade (girls, 43%; and boys 55%).

The variables examined did not appear to affect participation in four or more sports. The six main variables each only showed a variation of one or two percentage points.

Percentage Point Difference of 10 Percentage Points or More
Participation In Any Sports Activity

	PPD
Lowest SES quartile 34% to highest SES quartile 63%	29
Other family 37% to both parents 55%	18
Hispanic American 39% to European American 51%	12
Girls 43%; boys 55%	12
South 49% to North Central 59%	10

Which sport – **The percentages taking part in specific sports were as follows: individual sport, 23%; basketball, 19%; football, 16%; baseball, 15%; other team sport, 14%; soccer, 7%; swim team, 4%; cheerleading, 6%; and pom-pom or drill team, 3%.**

Within the percents taking part in a sport, the range in the percent taking part in intramural sports was from 1% of those on swim team to 6% of those taking part in basketball. The range in terms of participating on a junior varsity team was from 1% of those on a swimming team to 9% of those in basketball. The range in taking part on a varsity team was from 2% of those in soccer and swim team to 6% of those in football.

Participation in each of the sports included in the survey was as follows: baseball/softball: intramural, 4%; JV or freshman team, 7%; varsity, 5%; basketball: intramural, 6%; JV or freshman team, 9%; varsity, 5%; football: intramural, 3%; JV or freshman team, 7%; varsity, 5%; soccer: intramural, 2%; JV or freshman team, 3%; varsity, 2%; swim team: intramural, 1%; JV or freshman team, 1%; varsity, 2%; other team sport: intramural, 5%; JV or freshman team, 5%; varsity, 3%; individual team sport: intramural, 4%; JV or freshman team, 7%; varsity, 12%; cheerleading: intramural, 1%; JV or freshman team, 2%; varsity, 2%; pom-pom or drill team: intramural, 1%; JV or freshman team, 1%; varsity, 2%. (Percentages were figured on all respondents and not on participation of schools which made the sport available. Percentages for some sports such as swim team and soccer would have been higher if the latter method had been used.)

The greatest difference related to participating in any one of the sports was the difference of 26 percentage points between the percent of girls and percent of boys taking part in football. Native Americans were least likely and African Americans were most likely to take part in football. The greatest number of differences, three, related to variables appeared for individual sports (tennis, gymnastics, track and field, etc.). Those from the lowest socio-economic status, 17%, were least likely and those from the highest status, 32%, were most likely to take part in individual sports. Hispanic Americans were least likely and Asian Americans were most likely to take part in specific sports activities.

Those living with their mother only were least likely and those living with someone other than either parent were most likely to take part in individual sports. Hispanic Americans were least likely and African Americans were most likely to take part in basketball. Those living with someone other than their parents were least likely and those living with their mother only were most likely to play basketball.

Percentage Point Difference of 10 Percentage Points or More
Participation In Specific Sports Activities

Football	PPD
Girls 3%; boys 29%	26
Native American 13% to African American 23%	10
Individual Sport	
Lowest SES quartile 17% to highest SES quartile 32%	15
Hispanic American 18% to Asian American 29%	11
Mother only 20% to other family 30%	10
Basketball	
Hispanic American 17% to African American 31%	14
Other family 10% to mother only 21%	11

Other School Activities

Other Activities – **Only slightly more than half, 55%, of the tenth graders took part in a school activity other than sports. Only slightly more than a quarter, 28%, took part in two or more such activities.**

There were substantial differences in the number of non-sports activities related to six of the seven variables examined, and the seventh, region, showed a difference of seven percentage points in the range. The greatest difference came in relation to socio-economic status. Somewhat more than two-fifths of those in the lowest SES quartile had taken part in at least one activity other than sports as compared with 74% of those in the highest quartile. Hispanic Americans were least likely and Asian Americans were most likely to have taken part in other extracurricular activities. Boys were less likely to take part in activities in the tenth grade than girls. Urban tenth graders were somewhat less likely to take part in any school activity other than sports than were rural tenth graders.

Percentage Point Difference of 10 Percentage Points or More
Participation In Any School Activity Other Than Sports

	PPD
Lowest SES quartile 43% to highest SES quartile 74%	31
Hispanic American 43% to Asian American 60%	17
Boys 47%; girls 61%	14
Urban 55% to rural 68%	13
Father/stepmother and mother only 49% to both parents 59%	10
Never in 4-H 56% to stayed in 4-H into eighth grade 78%	22

The greatest difference in taking part in four or more activities was six percentage points which appeared related to ethnicity.

Which Activities – **The percentages taking part in activities other than sports were as follows: school academic club, 30%; school band or orchestra, 21%; FTA, FHA, FFA, 12%; school play or musical, 11%; school service club, 11%; yearbook or newspaper, 9%; academic honor society, 8%; school hobby club, 7%; and student government, 7%.**

(These percentages are for all tenth graders regardless of whether a particular activity was available to them. Participation percentages for those attending schools offering the various activities would be higher.)

Rather than activity increasing as the students moved into high school, it appeared that activity decreased slightly. The percent taking part in most school extracurricular activities in the tenth grade was slightly lower than the percentage found in the survey of the group when they were in the eighth grade. The eighth grade percentages were as follows: school academic club, 39%; school and/or orchestra, 23%; chorus or choir, 24%; vocational club, 4%; yearbook, 15%; newspaper, 12%; academic honor society, 13%; and student government, 13%.

Participation by tenth graders in five of the nine extracurricular activities, school play/musical, student government, yearbook or newspaper, academic club, and hobby club, did not show substantial differences (10 or more percentage point difference in the range) related to the seven variables examined.

Participation in vocational groups, Future Teachers, Future Homemakers, and Future Farmers of America, showed the greatest number of substantial differences and the difference which was the greatest. Urban tenth graders were least likely and rural youth were most likely to take part in such programs. Those in the Northeast were least and those in the South were most likely to take part in vocational clubs. Those in the highest SES quartile were least likely and those in the lowest quartile were most likely to do so.

Boys and urban students were less likely to be taking part in music groups than were girls and rural residents. Native Americans were least likely and Asian Americans were most likely to be taking part in an honor society. African Americans and Hispanic Americans were least likely and Asian Americans were most likely to be taking part in a service club. Those from the lowest socio-economic quartile were least likely and those from the highest quartile were most likely to be taking part in a service club. Those living with their father only were least likely and those living with someone other than either parent were most likely to be taking part in academic clubs.

In general, with the exception of service clubs, high socio-economic status appeared to make more difference to taking part in sports than to taking part in other school extracurricular activities.

Percentage Point Difference of 10 Percentage Points or More
Participation In Specific Activities

FTA, FHA, FFA	PPD
Urban 6% to rural 25%	19
Northeast 3% to South 19%	16
Highest SES quartile 6% to lowest SES quartile 17%	11
4-H nevers 10% to stayers 28%	18
Music group	
Boys 15%; girls 27%	12
Urban 18% to rural 29%	11
4-H joiners 16% to stayers 30%	14
Honor society	
Native American 5% to Asian American 18%	13
Service Club	
Lowest SES quartile 7% to highest SES quartile 21%	14
African American, Hispanic American, 10% to Asian American 22%	12
Academic Club	
Father only 27% to other family 38%	11

Discussion:
An increase in the number of different team sports offered by school systems, the various levels of team sports offered, and the development of more individual sport activities appear to have kept about as many girls and boys involved in some form of sports activity in tenth grade as were involved in eighth grade. However, there appears to be a sizeable number of youth who have not yet found a sports activity which meets their ability and interest. Because maintenance of activities which provide a good deal of physical exercise is essential throughout life, nonschool youth programs and school systems may want to do more to encourage all youngsters to find an individual sport that they enjoy and can play at least moderately well.

Almost half of the tenth graders were not taking part in other school activities. More should be done to encourage more boys, and more youngsters of all ethnic heritages to find at least one school activity in addition to sports which they enjoy. In large school systems such participation helps the student meet others and feel more a part of the school. In those communities where it is not possible for all of the students who would like to take part in a specific kind of activity at school to do so, more attention should be paid by community groups to setting up short-term special activities in selected areas - whether they be drama, music, communication arts, or teams which utilize various subject matters like Olympics of the Mind.

Another issue that needs to be addressed by both the school system and the community is the role that socio-economic status plays in who does and does not take part in sports and to some degree those who took part in other school extracurricular activites.

School extracurricular activities, and similar activities offered in nonschool programs, can help youngsters learn to function in teams, help them increase their ability to use a variety of mental skills including problem solving and creativity, and can foster leadership and other characteristics they will need as they take their place in the workforce.

NONSCHOOL ACTIVITIES

The leisure image projected of youngsters 16 or 17 is one of constant interaction with their friends. The NELS survey supported that image. Most teens spend their leisure time in activities which involve nonguided social interaction with others. The four most frequently indicated daily activities (every day or almost every day) all involved social action. Three-fifths talked with friends on the telephone every day or almost every day. Twice as many indicated talking on the phone with friends as indicated doing things with their parents. However, more tenth graders indicated doing something with their parents almost daily than indicated hanging out or going for a ride with friends.

Tenth graders were diverse in their nonschool activities. Relatively small percentages took part in any one of the other specific activities included in the questionnaire. However when activities were clustered, fairly sizeable percentages took part in at least one activity of a particular type. Somewhat more than two-thirds spent at least some of their free time in nonschool sports activities. Three-fourths engaged in at least one of the three solo activities - reading for pleasure, working on hobbies, or using a computer - included in the survey. About a third took some kind of nonschool lesson or class. Somewhat less than half took part in one of the three guided group activities included in the survey - religious activities, youth group or recreation program, or community service practice. About one in five said they sometimes did some community service.

Overall, about a fifth of the comparisons, 22%, showed substantial differences. All of the variables showed at least one substantial difference across ranges. The percent of the 40 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 40%; ethnicity, 35%; socio-economic status, 30%; sex of student, 20%; region, 5%; and urbanicity, 3%.

Overview

Least frequent – **Learning and service activities were the activities which the largest percentage of tenth graders said that they rarely or never did.**

The specific activities that the highest percent of tenth graders said they rarely or never took part in were as follows: sports lessons, 81%; community service, 79%; music, art, or dance lessons, 74%; used a personal computer, 70%; attended youth groups or recreation programs, 63%; or attended religious services, 52%.

The smallest percentages indicating the students rarely or never participated were for talking with friends on the phone, 9%; talking or doing things with a parent, 13%; and visiting friends at local hang out, 17%.

The percentages indicating rarely or never doing other things were as follows: driving or riding around, 25%; talking with or doing things with adults other than parents, 27%; playing ball or other sports, 31%; going to the park, gym, or pool, 32%; working on a hobby, 35%; and reading for pleasure, 36%.

Daily – **The four most frequently indicated daily activities (every day or almost every day) all involved social action. One activity, talking with friends on the phone, was indicated by twice as many tenth graders as the next most frequent daily activity, talking with or doing things with a parent.**

The NELS:88 tenth graders were asked to indicate how frequently they spent time on 15 activities outside of school. When the percents saying they took part in the activity every day or almost every day were arrayed, the range was from 1% who said they did community service to 60% who said they talked with friends on the telephone every day or nearly every day. The four most frequent daily activities all were informal social activities: talking with friends on the telephone, 60%, talking with or doing things with a parent, 30%, visiting friends at the local hangout, 24%, and driving or riding around, 23%.

The least frequent daily activities were performing community service, 1%; attending youth groups or recreation programs, 2%; attending religious activities, 3%; using a personal computer, 5%; and taking sports lessons, 6%.

The percentages indicating doing other activities every day or almost every day were as follows: talking or doing things with adults other than parents, 10%; taking music, art, or dance lessons, 11%; going to the park, gym, or pool, 14%; working on hobbies, 15%; reading for pleasure, 18%; and playing ball or other sports, 10%.

Weekly – **The most frequent weekly activity (once or twice a week) was visiting with friends at a local hangout. Talking or doing things with a parent was second.**

The most indicated activity for once or twice a week was visiting with friends at a local hangout, 42%. Other weekly interactive activities included: talking with or doing things with a parent, 35%; driving or riding around, 34%; talking or doing things with other adults, 30%; going to the park, gym, or pool, 29%; playing ball or other sports, 28%; and attending religious activities, 28%.

The least frequently indicated weekly activities were using a personal computer, 10%; taking music, art, dance lessons, 9%; taking sports lessons, 7%; and performing community service, 6%.

Social Activities

Socially interactive activities engaged a great deal of most tenth graders' leisure time.

Peer Activities – **Even with the differences that appeared among subgroups, it was very clear that socially interactive activities were the most frequent leisure activities of tenth graders regardless of personal characteristic.**

Three items, going to local hangout, riding around, and talking on the telephone, provided indicators of tenth graders' use of leisure for interacting with their peers.

The frequency with which tenth graders said they engaged in various peer activities were as follows: visit with friends at local hangout: rarely or never, 17%; less than once a week, 17%; once or twice a week, 42%; every day or almost every day, 24%; drive or ride around alone or with friends: rarely or never, 25%; less than once a week, 19%; once or twice a week, 34%; every day or almost every day, 23%; talks on phone with friends: rarely or never, 9%; less than once a week, 11%; once or twice a week, 20%; every day or almost every day, 60%.

Rarely or never. There were no substantial differences in terms of rarely or never peer activites when socio-economic status, sex, and urbanicity were examined. The percentage saying they rarely hung out with friends differed related to family type with those who lived with their father only showing the lowest percentage, 14%, and those living with someone other than either parent showing the highest percent, 26%.

The percentage indicating rarely driving or riding around differed substantially related to family, region, and ethnicity. Native Americans were least likely and African-American tenth graders were most likely to say they rarely drove or rode around with their friends. North Central respondents were least likely and Northeast were most likely to rarely drive or ride around. Those living with their father only were least likely and those living with someone other than either parent were most likely to say they seldom drove or rode around.

The percentage saying they rarely or never talked with friends on the telephone differed substantially related to ethnicity. European American tenth graders were least likely and Native Americans were most likely to say they rarely talked with friends on the phone.

Daily or almost every day. There were more substantial differences related to the percent saying they very frequently carried out socially interactive activities than there were in relation to those who said rarely or never. Ethnicity showed significant differences related to daily or almost daily activity for all three items. The range in relation to hanging out and riding and driving was from Asian Americans least likely to Native Americans most likely. The range in relation to talking to friends on the phone was from Hispanic Americans, least, 48%, to African Americans, most, 62%.

Socio-economic status also showed differences related to hanging out and talking on the phone. In the case of hanging out, those from the highest socio-economic quartile showed the lowest percentage and those from the lowest quartile showed the highest percentage hanging out. The reverse was true related to talking on the phone.

Family type showed differences in frequently driving or riding around. Those who lived with someone other than either parents were least likely and those living with their father only were most likely to drive or ride around with their friends daily or almost everyday.

The greatest difference, 28 percentage points, appeared for talking with friends on the phone. Girls were more likely than were boys to talk to their friends on the phone daily or almost every day.

Percentage Point Difference of 10 Percentage Points or More
Activities Involving Interaction With Peers

Hangout	PPD
Rarely or Never	
Father only 14% to other family 26%	12
Daily or Amost every day	
Asian American 14% to Native American 36%	22
Both parents 21% to father only 42%	21
Highest SES quartile 16% to lowest SES quartile 27%	11
4-H stayers 15% to joiners 27%	12
Drive/ride	
Rarely or Never	
Father only 14% to other family 33%	19
North Central 20% to Northeast 37%	17
Native American 24% to Asian American 40%	16
Daily or Amost every day	
Other family 17% to father only 35%	18
Asian American 12% to Native American 28%	16
Northeast 16% to South 26%	10
Friends on phone	
Rarely or Never	
European American 7% to Native American 22%	15
Daily or Amost every day	
Boys 45%; girls 73%	28
Hispanic American 48% to African American 62%	14
Lowest SES quartile 51% to highest SES quartile 63%	12

Importance – **Tenth graders were also divided in terms of whether they believed their friends thought partying was important. The greatest percentage said somewhat important, with equal percentages, about a fourth, saying not important and very important.**

The items included in the list of ways teens might spend leisure time did not include partying per se. However, they were asked how their friends felt about the importance of being willing to party or get wild. Over a fourth, 28%, said not important; 44% said somewhat important; and 28% said their friends thought that being willing to party and get wild was very important.

Family type showed some marked differences both related to not important and to very important responses. Those living with someone other than either parent were most likely to see partying as not important and least likely to see it as being very important. Those living with their father only showed the lowest percentage saying partying was not important, and the highest percentage, 50%, saying it was very important to their friends.

Sex of students also showed a substantial difference. Boys were less likely than girls to say that their friends saw partying and being wild as not important (22% to 34%) and were more likely to say that their friends saw such behavior as very important (23% to 33%).

Substantial differences also appeared related to ethnicity. There was not a consistent pattern related to ethnicity. African Americans were most likely to think that their friends did not believe that being willing to party or get wild was important, 39%. Asian Americans showed the lowest percentage saying their friends thought that partying was very important, 20%. European-American tenth graders showed the lowest percentage saying that partying was not important, 26%. Native Americans showed the highest percentage saying that partying was very important, 32%.

Percentage Point Difference of 10 Percentage Points or More
Importance of Partying

Not Important	PPD
Father only 13% to other family 38%	25
European American 26% to African American 39%	13
Boys 22%; girls 34%	12
Very Important	
Other family 25% to father only 50%	25
Asian American 20% to Native American 32%	12
Girls 23%; Boys 33%	10

With adults – There was considerable range in the frequency with which tenth graders talked and did things with their parents or with other adults. However, most tenth graders were interacting fairly frequently with adults. The variables examined showed fewer differences than were found for interacting with peers.

Although higher percentages indicated activities with their parents than with other adults, a fairly substantial percentage of tenth graders indicated frequent contact with adults other than their parents. The frequency with which tenth graders said they engaged in activities with adults were as follows: does things with mother and/or father: rarely or never, 13%; less than once a week, 23%; once or twice a week, 35%; every day or almost every day, 29%; talks or does things with other adults: rarely or never, 27%; less than once a week, 33%; once or twice a week, 30%; every day or almost every day, 11%.

Rarely or Never. Somewhat more than a tenth of the tenth graders said they rarely or never talked or did things with their parents. This lack of activity did not seem related to any of the seven variables examined in the study. Only family type showed a substantial difference, and that difference, 16 percentage points was lower than might be expected. The range was from 10% of those living with both parents to 26% of those living with someone other than either natural or adoptive parent saying that they rarely or never talked or did something with a parent. European-American youngsters, 25%, were least likely, and Asian-American tenth graders were most likely, 36%, to say they rarely talked or never did something with adults other than their parents.

Daily or Almost Every Day. The variables that showed a substantial difference in the frequent talking with adults, was sex of student and family type. Boys were less likely than girls to say they did something with a parent daily or almost every day. Those living with someone other than a parent were least likely and those living with both parents were most likely to say they did something with a parent daily or almost every day.

Percentage Point Difference of 10 Percentage Points or More
Activities Involving Interaction With Adults

Parent	PPD
Rarely or Never	
Both parents 10% to other family 26%	16
Daily or Amost every day	
Boys 26%; girls 37%	11
Other family 22% to both parents 32%	10
Other adults	
Rarely or Never	
European American 25% to Asian American 36%	11

Sports

Most tenth graders continued to engage in sports and similar recreation activities.

Sports – **Somewhat more than two-thirds of the tenth graders spent at least some of their leisure time in sports activities.**

Two items in the leisure list dealt with sports or play. The percentages indicating various frequencies of activities were as follows: goes to the park, gym, or pool: rarely or never, 32%; less than once a week, 25%; once or twice a week, 29%; every day or almost every day, 15%; plays ball or other sports: rarely or never, 31%; less than once a week, 22%; once or twice a week, 28%; every day or almost every day, 19%.

Rarely or never. The greatest difference in terms of any of the variables appeared related to sex of students and playing ball or taking part in other sports during leisure time with 18% of the boys and 41% of the girls saying they rarely did so. This was the only variable that showed a difference in relation to rarely taking part in active sports. Family type, urbanicity, and sex of student showed differences related to rarely or never going to the park, gym, or pool. Those living with their father and a stepmother were least likely and those living with someone other than either parent were most likely to say they rarely went to an active sports area. Urban youth were least likely and rural youth most likely to say they rarely did so. Girls were least likely and boys were most likely to say that they rarely went to an active sports area.

Daily or almost every day. None of the variables showed substantial differences related to frequently going to a sports location; however, the boys showed a substantially greater percentage taking part in sports in their leisure time daily or almost every day, 30%, than did girls, 10%.

Percentage Point Difference of 10 Percentage Points or More
Nonschool Sports Activities

Park/gym/pool	PPD
Rarely or Never	
Father/stepmother 29% to other family 40%	11
Urban 28% to rural 39%	11
Girls 10%; boys 20%	10
4-H joiners 26% to 4-H leavers 40%	14
Ball/sports	
Rarely or Never	
Boys 18%; girls 41%	23
Daily or Amost every day	
Girls 10%; boys 30%	20
Asian American 17% to African American 27%	10

Importance – **Tenth graders were divided in terms of whether they believed their friends thought playing in sports was important. The greatest percentage said somewhat important, with more saying very important than saying not important.**

Over a fourth, 27%, said their friends did not think it was important to take part in sports as compared to 44% saying somewhat important and 37% saying very important.

Substantial differences appeared according to sex of students. Boys were somewhat more likely than girls to think their friends believed taking part in sports was important. However, many boys did not see this as important, and a fairly sizeable percentage of girls did feel their friends thought taking part in sports was important. Socio-economic status showed a substantial difference related in the percent not thinking sports was important, 20% of those in the highest quartile compared to 32% of those in the lowest quartile.

In addition to sex of students, there were a substantial differences related to family type and ethnicity in the percent thinking their friends saw taking part in sports as very important. Tenth graders living with their father only were most likely to have friends who viewed sports as very important and those living with someone other than a parent were least likely to have friends who held this view. The range across ethnic groups was from 26% of Hispanic Americans to 41% of Native Americans thinking sports were very important. (Note that both African Americans and European Americans fall within that range and are not the groups that are most likely to think sports are very important.)

Percentage Point Difference of 10 Percentage Points or More
Importance of Taking Part in Sports

Not Important	PPD
Boys 19%; girls 34%	15
Highest SES quartile 20% to lowest SES quartile 32%	12
Very Important	
Girls 19%; boys 40%	21
Other family 19% to father only 39%	20
Hispanic American 26% to Native American 41%	15

Other Activities

Most tenth graders also engaged in some solo activities, although they differend in the kind of activity. Some took lessons. A few took part in church, or other organized youth programs.

Solo Activities – Three-fourths of the tenth graders engaged in at least one of three solo activities in their leisure hours. They were much more likely to work with hobbies or read for pleasure than they were to use a personal computer.

About a fourth, 24% did not take part in any of the three; about a fourth, 27% took part in one; a third took part in two, and 16% invested their leisure in three solo activities. The percentages indicating frequency of taking part in three solo activities were as follows: reading for pleasure: rarely or never, 36%; less than once a week, 23%; once or twice a week, 23%; every day or almost every day, 18%; working on hobbies: rarely or never, 35%; less than once a week, 24%; once or twice a week, 26%; every day or almost every day, 15%; using a computer: rarely or never, 70%; less than once a week, 14%; once or twice a week, 10%; every day or almost every day, 15%.

The percent who did not take part in any of the three varied substantially with socio-economic status and family type and also with ethnicity. The percent taking part in all three varied substantially only with socio-economic status. It was clear that taking part in a solo-type activity was related to socio-economic status for some tenth graders. The range in percent saying they never or rarely did any of the three was from 16% of the lowest to 36% of the highest socio-economic quartile; conversely, the percent saying almost every day or daily was from 9% of the lowest to 27% of the highest socio-economic status quartile. Asian Americans were least likely and African Americans most likely to say that they rarely took part in these solo activities. Even though the comparison showed that as group the African-American tenth graders were least apt to participate, over 70% still indicated some use of at least one of the three solo activities.

Percentage Point Difference of 10 Percentage Points or More
Number of Solo Activities

None	PPD
Both parents 20% to other family 36%	16
Highest SES quartile 16% to lowest SES quartile 36%	20
Asian American 18% to African American 29%	11
Three or more	
Lowest SES quartile 9% to highest SES quartile 27%	18

Rarely or never. When specific activities were examined, rarely using a personal computer in leisure hours showed the most differences with five of the seven showing differences of 10 percentage points or more. The greatest difference came in relation to socio-economic status. The range was from 53% of the tenth graders from the highest quartile to 80% of those from the lowest quartile saying they rarely used a computer in their nonschool time. Asian Americans were least likely, 60%, and Hispanic Americans, 80%, were most likely to say they rarely or never used a computer as a leisure activity. Boys were less apt, 63%, and girls were most apt, 75%, to say they rarely or never did so. Tenth graders from the Northeast were least likely, 64%, and those from the South were most likely, 75%, to not use a computer. Those living with both parents were least likely, 67%, and those living with their father and a stepmother, 77%, were most likely to say they rarely or never used a computer as a leisure activity.

Family type, sex of student and ethnicity showed differences in rarely reading for pleasure. Those living with someone other than either of their parents were least likely and those living with their father and stepmother most likely to say that they seldom or never read for pleasure. Girls were less likely, 30%, and boys were more likely, 43%, to indicate that they did not do so. Hispanic-American tenth graders were most likely and Asian Americans were least likely to indicate they rarely or never read for pleasure.

Ethnicity and family type showed substantial differences related to working on hobbies. Native Americans were least likely and Hispanic Americans were most likely to say they rarely or never worked on hobbies. Those living with their father and a stepmother were least likely, 28%, and those living with their father only, 46%, were most likely to say they rarely or never worked on hobbies.

Daily or almost every day. None of the variables showed significant differences in very frequent use of a computer or working on hobbies during leisure hours. Family type was the only variable that showed a difference in frequently reading for pleasure. The range was from 13% of those who lived only with their father to 27% of those who lived with someone other than either parent saying that they read for pleasure almost every day.

Percentage Point Difference of 10 Percentage Points or More
Solo Activities

Computer	PPD
Rarely or Never	
Highest SES quartile 53% to lowest SES quartile 82%	29
Asian American 60% to Hispanic American 80%	20
Boys 63%; girls 75%	12
Northeast 64% to South 75%	11
Both parents 67% to father/stepmother and other family 77%	10
Reading for pleasure	
Rarely or Never	
Other family 29% to father/stepmother 43%	14
Girls 30; boys 43%	13
Asian American 27% to Hispanic American 39%	12
Daily or Amost every day	
Father only 13% to other family 27%	14
Hobbies	
Rarely or Never	
Father/stepmother 28% to father only 46%	18
Native American 31% to Hispanic American 43%	12

Lessons – Over two-thirds of the tenth graders did not take either of the two kinds of educational activities in the survey. Less than one in ten took both art, music, or dance classes and some kind of sports lesson.

None of the seven variables showed substantial differences in the percent taking both lessons or classes. Socio-economic status showed the greatest amount of difference, 21 percentage points from highest to lowest quartiles, in the percent that never or rarely took part in these two educational activities. However, ethnicity and family type also showed differences. Asian-American youngsters were most likely and African-American youngsters were least likely to be taking some kind of class or lesson. Those living with someone other than either parent were most likely and those living with both parents were least likely to indicate they rarely or never took lessons or classes.

The percentages of tenth graders according to frequency of taking lessons were as follows: music, art, dance class: rarely or never, 74%; less than once a week, 6%; once or twice a week, 9%; every day or almost every day, 11%; sports lessons: rarely or never, 81%; less than once a week, 6%; once or twice a week, 7%; every day or almost every day, 6%. It appeared that fewer tenth graders were taking lessons than had been taking lessons as eighth graders. When this group was in eighth grade the percentages taking specific kinds of lessons were as follows: sports, 25%; dance, 16%; computer, 11%; art, 8%; and other skills, 20%.

Percentage Point Difference of 10 Percentage Points or More
Number of Lessons or Classes

Rarely or Never	PPD
Highest SES quartile 57% to lowest SES quartile 78%	21
Asian American 59% to African American 73%	14
Both parents 64% to other family 76%	12

Substantial differences appeared both in rarely taking classes and lessons in relation to socio-economic status. Those from the highest quartile were least likely and those from the lowest quartile were most likely to rarely or never take either lessons in the arts or sports lessons. Girls were somewhat more likely to be taking music, art, or dance lessons than were boys. It is to be noted that ethnicity, family type, region and urbanicity did not show differences related to rarely taking lessons or classes and that none of the variables showed substantial differences in the percentage saying they took such lessons daily or almost every day.

Percentage Point Difference of 10 Percentage Points or More
Classes and Lessons

Music/art/dance class	PPD
Rarely or Never	
Highest SES quartile 65% to lowest SES quartile 80%	15
Girls 67%; boys 78%	11
Sports lessons	
Rarely or Never	
Highest SES quartile 72% to lowest two SES quartiles 84%	12

Other Activities – **Slightly less than half took part in one of the three other organized activities included in the list of possible uses of leisure time. Slightly less than half said that they sometimes took part in religious activities; about a third took part in a youth group or recreation program, and about one in five said they did some community service.**

The frequency with which tenth graders said they engaged in these activities were as follows: attends religious activities: rarely or never, 52%; less than once a week, 17%; once or twice a week, 28%; every day or almost every day, 3%; attends youth groups or recreation programs: rarely or never, 63%; less than once a week, 17%; once or twice a week, 18%; every day or almost every day, 2%; performs community service: rarely or never, 79%; less than once a week, 14%; once or twice a week, 6%; every day or almost every day, 1%.

The percent of tenth graders taking part almost daily in all of the three showed no substantial differences when the seven variables were examined. However, the percent saying they never or rarely took part in any of the three showed substantial differences related to socio-economic status, family type, and ethnicity. The greatest difference again was in relation to socio-economic status. Those from the highest quartile were least likely, 32%, and those from the lowest status were most likely, 61%, to say they rarely or never took part in any of these three activities. Tenth graders living with both parents were least likely, 40%, and those living with their mother and stepfather were most likely, 61%, to indicate that they rarely or never took part in these activities. African-American tenth graders were least likely, 45%, and Native-American tenth graders were most likely, 60%, to say that they rarely or never took part in these activities.

Percentage Point Difference of 10 Percentage Points or More
Number of Other Guided Activities

Rarely or Never	PPD
Highest SES quartile 32% to lowest SES quartile 61%	29
Both parents 40% to mother/stepfather 61%	21
African American 45% to Native American 60%	15

The wording was not the same in the 1988 and 1990 surveys. The eighth grade survey only asked about religious groups and found that 34% of the eighth graders took part in religious groups. The tenth grade percentage is considerably larger but may take in activities that the eighth graders did not consider when responding to the question. It is also hard to make a firm comparison between eighth and tenth grade participation in youth programs. The eighth grade survey asked about specific groups and found the following: 19% in summer programs, 16% in hobby clubs, 15% in the YMCA/YWCA, 14% in Scouts, 11% in Boys or Girls Clubs, and 9% in 4-H. It would appear that the percentage of young people taking part in some kind of community organized program decreased between eighth and tenth grades.

Rarely or never. When the individual activities were examined, Socio-economic status showed substantial differences in rarely taking part in all three - religious activities (highest quartile 42% to lowest quartile 60%) and community service (highest quartile 72% to lowest quartile 84%). Ethnicity showed differences in rarely taking part in religious activities (African American 48% to Native American 65%) and rarely taking part in youth groups/recreation programs (European American 61% to Hispanic American 71%). Family type showed differences related to rarely or never taking part in religious activities (both parents 47% to father and stepmother 66%) and youth groups/recreation (other family 54% to father only 77%).

Daily or almost every day. None of the variables showed substantial differences in the percentage who took part in the programs daily.

Percentage Point Difference of 10 Percentage Points or More Guided Activities

Religious activities	PPD
Rarely or Never	
Both parents 47% to father/stepmother 66%	19
Highest SES quartile 42% to lowest SES quartile 60%	18
African American 48% to Native American 65%	17
4-H leavers 42% to joiners 54%	12
Youth groups/recreation	
Rarely or Never	
Other family 54% to father only 77%	23
European American 61% to Hispanic American 71%	10
Highest SES quartile 54% to lowest SES quartile 62%	8
Stayers 53% to nevers 63%	10
Community service	
Rarely or Never	
Highest SES quartile 72% to lowest SES quartile 84%	12
4-H joiners 70% to 4-H leavers 82%	12

Importance of Volunteering – **Almost three-fifths of the tenth graders believed that their peers thought it was not important to do community work or volunteer.**

Only 5% said their peers thought that volunteering and community service was very important; 59% said others viewed it as not important; 36% said somewhat important.

There were substantial differences in the percent saying volunteering was not important related to ethnicity, socio-economic status, and region. European-American youngsters were most likely to not see volunteering as important and to show the lowest percentage thinking that volunteering and community service are very important.

Percentage Point Difference of 10 Percentage Points or More
Peers Views of Importance of Volunteering

Not Important	PPD
Native American 45% to European American 62%	17
South 53% to North Central 66%	13
Lowest SES quartile 53% to next-to-highest SES quartile 63%	10
Very Important	
European American 4% to Native American 15%	11
Father/stepmother 2% to father only 14%	11

Discussion:
One of the most important findings in this section is the verification that socially interactive activities which occur with little or no guidance from adults are extremely important to tenth graders. They are the activities that tenth graders engage in most frequently. However, it is also to be noted that a large number of tenth graders frequently interacted with their parents and with adults. Sometimes the media gives the image (or parents get a feeling) that this age is only interested in the teen culture and "walls out" adults. That does not seem to be true from the teens' perspective. This would indicate that adults can successfully work with this age group in semi-organized church and community activities. Their role is to be a supportive background person who gives some guidance but is not upset when social interplay takes precedence over planning and other businesslike activities.

There is a small minority of tenth graders in every socio-economic, ethnic, and family type group who are not very socially active. The lack of social interaction may come about for a variety of reasons ranging from shyness or poor self image to independence and complete engrossment in other activities. However, adults and older teens working with programs for this age may need to be particularly alert for those youngsters who have not built as good social skills as their peers and give them what help they can.

Opportunity to take part in sports beyond those given in school is important for both girls and boys in this age group. The survey doesn't indicate whether the form of those opportunities should be programs which expect the individual to take part each week (similar to league play) or whether short, intensive opportunities are better (like state games programs where people come together in teams to practice and play in a tournament.)

At first, data about the percent of tenth graders who are taking part in "educational programs" - lessons, classes, community service, youth and recreation programs, solo activities involving learning - appears somewhat disappointing to those who believe that continued learning through community programs and resources is needed throughout one's life. But the percent that take part in some type of activity indicates that many tenth graders are making time for at least one of these kinds of learning activities. Adults and older youth may need to help the mid-teen explore interests sufficiently to find one or two which are likely to continue as lifelong learning endeavors.

RELIGION

There was considerable variation among tenth graders in the extent to which they saw themselves as being religious and the extent to which they took part in church services. Most, almost three-fourths of the tenth graders, thought of themselves as being at least a somewhat religious person. About two-fifths of the tenth graders said they attend church services at least twice a month. One-fifth said they never attended services. Most, nine out of ten, indicated some kind of religious affiliation. The largest percentages were 25% Catholic and 23% Baptist. Only one in ten said that they thought their friends believed religious participation was very important. Four in ten said their friends thought it not important.

Overall, over a third of the comparisons, 35%, showed substantial differences. The percent of the 11 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 73%; ethnicity, 64%; socio-economic status, 45%; and region, 55%. Sex of students and urbanicity did not show any substantial differences.

Religious Person – **Most, almost three-fourths of the tenth graders, thought of themselves as being at least a somewhat religious person.**

Over a fourth, 28%, said they were not religious. Only 12% said they were very religious. The majority, 60%, saw themselves as being somewhat religious.

Ethnicity showed the most substantial difference with Hispanic Americans being the least likely, 27%, and Native Americans most likely, 50%, to say that they were not a religious person. Those from the South were least likely, 21%, and those from the West were most likely, 36% to say they were not religious. Those from the highest socioeconomic quartile were least likely, 13%, and those from the lowest quartile were most likely, 24%, to say they were not religious.

Only family type appeared related to being very religious. However, there is not an obvious explanation of the difference.

Percentage Point Difference of 10 Percentage Points or More
Religious Person

No, not at all	PPD
Hispanic American 27% to Native American 50%	23
South 21% to West 36%	15
Highest SES quartile 13% to lowest SES quartile 24%	11
Yes, very	
Other family 25% to father/stepmother 42%	17

Church Services – **Slightly more than one-half of the tenth graders said they attend church services at least twice a month. One fifth said they never attended services.**

The percentages according to frequency of church attendance were as follows: more than once a week, 15%; about once a week, 28%; two or three times a month, 10%; about once a month, 8%; several times a year or less, 19%; not at all 20%.

Over a fourth, 28%, said they attended religious services about once a week. Only socio-economic status showed substantial differences related to weekly attendance. The range was from 23% of the lowest socio-economic quartile to 35% of the highest saying they attended church weekly.

The range in percent saying they seldom or never attended church was from 15% of African Americans to 29% of Native Americans. The range related to SES was from 14% of the highest to 26% of the lowest quartile. The range in terms of family type was from 17% of those living with both parents to 33% of those living with their father and stepmother.

Percentage Point Difference of 10 Percentage Points or More
Attending Religious Services

	PPD
Seldom or Never	
Both parents 17% to father/stepmother 33%	16
African American 15% to Native American 29%	14
Highest SES quartile 14% to lowest SES quartile 26%	12
Once a Week	
Lowest SES quartile 23% to highest SES quartile 35%	12

Religious Affiliation – **Most, 90%, of the tenth graders indicated some kind of religious affiliation. The largest percentages were 25% Catholic and 23% Baptist.**

However, small percentages were other religions including 3% Jewish and 1% Eastern religions and slightly less than 1% Moslem.

Religious affiliation clearly differed related to ethnic background of the eighth grader. However, it is to be noted that only 57% of the African Americans indicated that they were Baptists and only 54% of the Hispanic Americans indicated that they were Catholic. Some African Americans were Catholic and some Hispanic Americans were Baptists. The differences were most pronounced related to Baptists and Catholics, but also appeared for Other Protestant and other religious affiliations. Region and family type also showed substantial differences. Socio-economic status showed substantial differences related to Baptists and Other Protestants. Family type was the only variable which showed substantial differences in terms of the percent who said they had no religious affiliation. The greatest difference, 50 percentage points, appeared related to ethnicity.

Percentage Point Difference of 10 Percentage Points or More
Religious Affiliation

	PPD
Baptist	
Asian American 7% to African American 57%	50
Northeast 10% to South 42%	32
Both parents 17% to father only 36%	19
Highest SES quartile 11% to lowest SES quartile 28%	17
4-H nevers 19% to 4-H joiners 31%	12
Other Protestant	
Hispanic American 8% to European American 27%	19
West 14% to North Central 31%	17
Lowest SES quartile 15% to highest SES quartile 31%	16
Father only 11% to other family 27%	16
4-H joiners 21% to 4-H stayers 36%	15
Catholic	
African American 6% to Hispanic American 54%	48
South 14% to Northeast 39%	25
Other family 13% to both parents 29%	16
4-H stayers 15% to nevers 27%	12
Other	
African American 13% to Asian American 40%	27
South 14% to West 34%	20
None	
Other family 8% to mother/stepfather 21%	13

Importance – **Almost half of the tenth graders believed that their peers did not think that it was important to participate in religious activities.**

The percentages who answered the question, "Among the friends you hang out with, how important is it to participate in religious activities?", were as follows: not important, 48%; somewhat important, 42%; and important, 11%.

Differences in ranges in the percent saying very important were not substantial. However, ethnicity, region. and family type all showed substantial differences in the percentages that thought their friends thought that taking part in religious activities was not important. Over half of the tenth graders from the Northeast and over half of the Asian American tenth graders said their friends did not think it was important to take part in religious activities. African-American youngsters and those from the South showed the lowest percentages.

Percentage Point Difference of 10 Percentage Points or More
Importance of Taking Part in Religious Activities

Not important	PPD
African American 33% to Asian American 52%	19
South 37% to Northeast 56%	19
Father only 41% to father/stepmother 54%	13

Discussion:

It is encouraging that many tenth graders saw themselves as at least somewhat religious and attended church at least occasionally. However, it is of concern that many thought their friends did not see religion as being very important.

If teens draw away from religious activities, a greater burden of responsibility for guiding ethical, moral, and spiritual development rests with the family. If the family fails in this responsibility and public schools are barred from doing much in these areas, there is a danger of a growing number of young adults having lower social standards than America has known in the past. There is little to counter the modeling of violence, sexual conduct, abuse of substance, and treatment of others, that is often portrayed (and sometimes glorified) by media. There is little to help young adults learn to control and react constructively when they feel frustrated or angry.

READING AND VIEWING

Although four-fifths of the tenth graders said they did some reading for pleasure, only somewhat more than half indicated they spent two hours or less per week. Almost all, 95% and 96%, tenth graders watched television both during weekdays and on weekends. Over a third watched three or more hours on weekdays and over half watched five or more hours per day on weekends.

Overall, about a fifth, 19%, of the comparisons showed substantial differences. However, the majority of the differences came in relation to two variables, ethnicity, 50%; and socio-economic status, 50%. Some, 17%, of the six comparisons per variable yielded substantial differences related to family type, but none appeared related to sex of students, urbanicity, or region.

Reading for pleasure – **Four-fifths of the tenth graders said they did some reading for pleasure. Over half indicated they spent two hours or less per week.**

The question asked in the leisure survey was how often the respondent read for pleasure. It dealt with the amount of time spent. The question asked was "How much additional reading do you do each week on your own outside of school -- not in connection with schoolwork?" Some, 17%, said that they did no reading for pleasure. About a third indicated an hour or less, a fifth indicated about two hours, a tenth about three hours, 15% from four to nine hours, and 4% said they spent ten or more hours per week reading for pleasure. Although the percent not doing any reading remained about the same, more tenth graders appeared to be spending three or more hours a week reading for pleasure. In the eighth grade, 80% said they did some reading not related to school but only 10% spent more than three hours a week on it.

No substantial differences were found related to the seven variables examined when either no reading for pleasure or six or more hours of reading for pleasure were examined.

Television – **Almost all, 95% and 96%, tenth graders watched television both during weekdays and on weekends. Over a third watched three or more hours on weekdays and over half watched five or more hours per day on weekends.**

Television watching remained high. When this group was eighth graders, almost all, 96%, watched television. About a fourth watched four or more hours per day.

Among the tenth graders there were substantial differences in relation both to watching less than one hour per day (including those who did not watch any television) and watching more than 5 hours of television per day on weekdays. There were no substantial differences related to watching less than an hour, but there were substantial differences related to watching more than five hours per day on weekends. In all three examinations, ethnicity and socio-economic status showed substantial differences and sex of student, region, and urbanicity did not. Family type showed a difference in only one case.

Asian Americans were least likely and African Americans were most likely to watch television. The highest socio-economic quartile was somewhat less likely and the lowest quartile was somewhat more likely to watch television. Family type showed a substantial difference in relation to none or less than an hour of viewing on weekdays. Those living with their father and stepmother showed the lowest percentage and those living with someone other than a parent showed the highest percentage of limiting television watching to the least amount.

Percentage Point Difference of 10 Percentage Points or More
Hours of Television Viewing

Weekdays	PPD
None or < one hour a day	
African American 13% to Asian American 27%	14
Lowest SES quartile 15% to highest SES quartile 27%	12
Father/stepmother 16% to other family 27%	11
Over 5 hours a day	
Asian American and European American 7% to African American 23%	16
Highest SES quartile 4% to lowest SES quartile 15%	11
Weekends	
Over 5 hours a day	
Asian American and European American 16% to African American 42%	26
Highest SES quartile 12% to lowest SES quartile 27%	15

Discussion:
This survey does not indicate of what students were reading and what they were watching. Either can be done purely for relaxation with learning being serendipitous. Either can be done selectively and learning enhanced. There has been a tendency to assume that watching TV is "bad" and "reading" is good. It probably depends upon what is being viewed and what is being read. Poor choices of material in either area can be bad. One of the main differences between the two is that reading requires one to use one's imagination to bring forth a visual image of what is being described in print while television provides both the words and the visual image. In that respect, television is more accurate and viewers are kept closer to whatever reality the script writer intended. It is very likely that those who are tenth graders today will take greater advantage of the revolutionary media highways that are supposed to be on their way than will their parents and grandparents.

WORKING FOR PAY

Three-fifths of the tenth graders had worked for pay at some time in their life. Over a fourth were working during the school year. About a fifth were employed during the summer, but were not currently employed. The average student (mean) worked between 11 and 20 hours a week. Over half of the tenth graders worked in service jobs. Eighteen percent worked more than 30 hours per week. The average student worked from 6-10 hours on weekends. Slightly less than a tenth worked 16 or more hours on a weekend. Three-fifths of the tenth graders earned between $3.35 and $4.99 an hour.

Holding a steady job appeared to be important to tenth graders. Only one in five said that their friends said this was not important.

Overall, a fourth, 25%, of the comparisons showed substantial differences. Differences appeared related to all six variables. The percent of the 20 comparisons per variable that yielded differences of ten percent or more were as follows: family type, 50%; ethnicity, 35%; sex of student, 25%; region, 20%; socio-economic status, 15%; and urbanicity, 5%.

Percent working – **Three-fifths of the tenth graders had worked for pay at some time in their life. Over a fourth were working during the school year.**

About a fifth, 17%, were employed during the summer, but were not currently employed; 9% had been employed previously during the school year; and 27% were still employed. A few, 6%, had been employed prior to the previous summer, but 41% said they had never been employed. There was a discrepancy between responses in the eighth and tenth grade surveys. Four-fifths had worked for pay when they were eighth graders. However, the eighth grade question was less definite about when the work was done.

Current employment and ever being employed were examined in relation to the seven variables used in the study. Region, ethnicity, and family type yielded substantial differences. Native Americans were least likely and Hispanic Americans were most likely to say they had never been employed. Hispanic Americans were least likely and European American tenth graders were most likely to be employed at the time of the survey. Those from the Northeast were least likely and those from the South were most likely never to have been employed while those from the South were least and those from the North Central were most likely to be working at the time of the survey (during the school year).

The range in relation to family type was from 37% of those living with someone other than a parent to 49% of those living with their mother only for not having been employed and from 20% of those living with their father only to 30% of those living with their mother and stepfather or with their father and a stepmother being employed at the time of the survey.

Percentage Point Difference of 10 Percentage Points or More
Whether Employed

Never employed	PPD
Native American 44% to Hispanic American 59%	15
Northeast 40% to South 54%	14
Other family 37% to mother only 49%	12
Currently employed	
South 22% to North Central 33%	11
Hispanic American 18% to European American 28%	10
Father only 20% to father/stepmother and mother/stepfather 30%	10

Hours Per Week – The average student (mean) worked between 11 and 20 hours a week.

When asked "How many hours do/did you usually work a week on your current or most recent job?", the tenth graders' reponses were 0 - 10 hours a week, 30%; 11-20 hours, 32%; 21-30 hours, 20%; 31-40 hours, 13%; over 40 hours, 6%.

The tenth graders' responses to "How many of those hours are/were on the weekend (Saturday or Suday)?" were 0-5 hours 44%; 6-10 hours, 34%; 11-15 hours, 14%; 16-20 hours 7%; over 20 hours, 2%.

Family type, socio-economic status, and ethnicity showed substantial differences in the percentages working from 0 to 10 hours per week. Ethnicity, family type and region showed substantial differences in the percent working more than 30 hours per week total. Those living with their father only were most likely and those living with both parents were least likely to be working more hours. Asian Americans were most likely to be working fewer hours and Native Americans were most likely to be working over 30 hours per week.

Tenth graders who lived with both parents, were from the highest socio-economic status quartile, and were African American were most likely to work 0 to 5 hours on weekends. Those who least likely to work 0 to 5 hours on weekends lived with their father only, were from the next-to-lowest socio-economics quartile and of Native-American heritage.

None of the variables showed substantial differences related to working 16 or more hours on weekends.

Percentage Point Difference of 10 Percentage Points or More
Hours Worked

Total hours per week:	PPD
0-10 hours	
Father only 16% to both parents 33%	17
Lowest SES quartile 23% to highest SES quartile 41%	18
Hispanic American, African American, 25% to Asian American 40%	15
Over 30 hours	
Asian American 13% to Native American 26%	13
Both parents 17% to father only 29%	12
Northeast 13% to South 24%	11
Weekend hours	PPD
0-5 hours	
Father only 28% to both parents 46%	18
Next-to-lowest SES quartile 41% to highest SES quartile 55%	14
Native American 40% to African American 50%	10
4-H joiners 41% to 4-H leavers 51%	10

Kind of Work – Over half of the tenth graders worked in service jobs.

The most frequently indicated job was waitress or waiter or fast food worker, 17%; followed by store clerk or salesperson, 11%; child care, 10%; factory worker, manual laborer, or construction worker, 9%; lawn or odd jobs, 7%; farm worker, 5%; office or clerical, 4%; camp counselor or life guard, 2%; hospital or health, 1%; and other, 28%.

Four kinds of work, camp counselor or life guard, store clerk or salesperson, office or clerical work, and hospital or health work, did not show substantial differences related to any of the seven variables used in this study.

There were no substantial differences in type of work related to ethnicity, socio-economic status and region. Sex of student showed substantial differences related to four occupations: lawn work, waitperson/fastfood, child care, and factory, manual, or construction work. Type of family showed substantial differences related to lawn work, food service, and other. Urbanicity showed substantial difference related to farm work.

Percentage Point Difference of 10 Percentage Points or More
Kind of Work

Lawn work or odd jobs	PPD
Other family 4% to father only 16%	12
Girls 1%; boys 11%	10
Waitperson/fast food	
Father only 16% to other family 31%	15
Boys 19%; girls 29%	10
Baby sitter or child care	
Boys 2%; girls 19%	17
Farm worker	
Urban 1% to rural 14%	13
Never in 4-H 3% to stayers 17%	14
Factory, manual, construction	
Girls 2%; boys 15%	13
Other	
Other family 12% to father only 35%	23

Wages – Three-fifths of the tenth graders earned between $3.35 and $4.99 an hour.

The largest percentages were as follows: $3.35 to $3.99, 30%; $4.00 to $4.99, 30%. A few of the tenth graders, 7%, indicated earning less than $2.50 an hour. About a tenth earned from $2.50 to $3.99 an hour. About a fourth, 24%, indicated earning more than $5.00 per hour including the 6% who said they earned more than $7.00 an hour.

The ranges in percent earning less than $2.50 did not differ substantially with the seven variables examined. However, differences in the percentage earning $5.00 or more occurred related to region and sex of student. Boys were twice as likely to be paid $5.00 or more than were girls. Tenth graders from the Northeast were twice as likely to be earning $5.00 or more than were those from the North Central region.

Percentage Point Difference of 10 Percentage Points or More
Hourly Wage

$5.00 or more	PPD
North Central 15% to Northeast 33%	18
Girls 15%; boys 30%	15

Importance – **Holding a steady job appeared to be important to tenth graders. Only one in five said that their friends said this was not important.**

However, even though 18% said their friends thought holding a steady job was not important, 37% said their friends thought it very important.

Substantial differences appeared both in the percent saying not important and the percent saying very important in relation to ethnicity and family type. However, the differences in ranges were greater in relation to the percent saying very important than to the percents saying not important. African-American tenth graders were most likely and European American youngsters were least likely to feel that their friends thought holding a steady job was important.

Youngsters living with someone other than either parent were most likely to think that holding a steady job was important. Those living with both parents showed the lowest percent saying that their friends thought holding a steady job was very important. Youngsters from the highest socio-economic quartile showed the lowest percent, 27%, and those from the lowest quartile showed the highest percent, 49%, saying their friends thought that holding a steady job was very important.

Percentage Point Difference of 10 Percentage Points or More
Importance of Holding a Steady Job

Not Important	PPD
African American 10% to European American 21%	11
Father/stepmother 12% to other family 22%	10
Very Important	
Highest SES quartile 27% to lowest SES quartile 49%	22
European American 33% to African American 54%	21
Both parents 35% to other family 48%	13

Discussion:
Holding a steady job may be important to teens for a variety of reasons among them status, sense of worth, earning money, and building a work record for the future. The NELS survey did not explore why teens worked. However it would seem that by the time they are 16 having worked for someone and earned money is an important part of preparing for later life. The fact that two-fifths apparently had not had or had not taken that opportunity may be of concern. It is also of concern that European-American youngsters were more likely to have jobs than were those of other ethnic backgrounds. Do European American kids in some communities get preference for positions because many employers are European American?

On the other hand, the finding that almost one in five worked more than 30 hours a week also should be a concern because these students are only tenth graders and school is a full-time occupation.

FRIENDS' VIEWS OF IMPORTANCE OF SELECTED ACTIVITIES

Tenth graders were divided in terms of whether they believed partying and taking part in sports were important. The greatest percentage said partying somewhat important, with equal percentages, about a fourth, saying not important and very important. The greatest percentage, 44%, also said sports were somewhat important, but more said they were very important, 37%, than said they were not important, 27%. Almost three-fifths of the tenth graders believed that their peers thought it was not important to do community work or volunteer.

Overall, over a third of the comparisons, 38%, showed substantial differences. The percent of the eight comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 75%; family type, 50%; socio-economic status, 25%; and region, 25%. Sex of students and urbanicity did not show any substantial differences.

Comparison – **There was considerable variation in what tenth graders thought their peers viewed as important. More were likely to say that something was not viewed as being important than were likely to say that it was viewed as being very important. The majority, about 50%, considered all five items as somewhat important.**

The range in percent saying that an activity was very important was from 5% saying that doing community work or volunteering was very important to 37% saying that they thought their friends felt that having a steady job was important. The other percentages for very important were 11% participating in religious activities, 28% being willing to party or get wild, and 29% playing sports.

Regarding what friends thought about activities not being important ranged from 18% saying their friends did not think it was important to hold a steady job to 59% saying it was not important to do community work or volunteer. The other percentages saying their friends did not think something was important were 48% religious activities, 28% partying and getting wild, and 27% taking part in sports activities.

Discussion:
Perhaps the most striking thing about the data on perceived views of friends is the variation that is shown. On things like partying and getting wild, the percent saying others thought it was very important was exactly the same as the percent saying it was not important. The group was about equally divided in terms of the importance of taking part in sports activities.

There are a few items that are worrisome. The lack of status of religion was commented upon previously. Another area that may be of concern is the finding that most tenth graders do not feel that their peers feel community service and volunteering is important. Is that a phase that youngsters go through? Are their efforts at this age justifiably centered on themselves as they work through the process of finding out who they are? Are they different than their parents or grandparents at the same point in their lives? Or is it a characteristic of tenth graders in 1990 that will be maintained throughout their life and thus will have a definite affect upon volunteer organizations and agencies as this group becomes adults?

Social Behavior

The only youth problem area that was included in the eighth grade survey was one question about smoking. However, the tenth grade survey asked questions about running away, sexual conduct, smoking, and substance abuse.

RUNNING AWAY FROM HOME

Apparently quite a few teens try to solve problems with their families by getting away from the family. About one teen in twenty said that he or she had run away from home at least once in their freshman or sophomore years. Only one comparison per variable was made and only one variable, family type, 100%, showed a substantial difference. As a result, the overall percentage yielding substantial differences was 17%.

Running Away – **About one in twenty tenth graders said they had run away from home during the last two years.**

Evidently about the same percent of boys and girls, each ethnic group and each socio-economic group had run away from home. Only family type showed a substantial difference.

Percentage Point Difference of 10 Percentage Points or More
Had Run Away From Home

	PPD
Both parents 4% to other family 23%	19

Discussion:
It would appear that fifteen and sixteen year olds who left home, and were located for this survey, arranged to live with someone other than their parents. Apparently being able to live with someone other than either parent is important in some situations. However, it is also to be noted that more than three-fourths of those living with someone other than a parent had not run away in the two years prior to the survey.

SEXUAL CONDUCT

For the majority, sex and marriage were no longer linked. Only one in five said that it was very important to be married before engaging in sexual intercourse. Twice as many said that marriage was not important. About two-thirds said they would not consider having a child unless they were married. However, one in ten said that yes, they would consider doing so. Some, 3%, already had a child; 2% said they were expecting at the time of the survey. Those who had dropped out of school were more likely to have had a child, 17%, than were those who were still in school, 1%.

Overall, a third, 39%, of the comparisons related to sexual conduct yielded substantial differences. The percentage of substantial differences per variable for the six comparisons were: family type, 67%; ethnicity, 67%; sex of student, 50%; socio-economic status, 33%; and region, 17%. Urbanicity did not show any substantial differences.

Sex Without Marriage – **Only one in five tenth graders said it was very important to be married before having sexual intercourse. Twice as many said it was not important.**

The percentage responses were as follows: not important, 43%; somewhat important, 36%; very important, 21%.

Substantial differences in the percent saying it was not important appeared in relation to ethnicity, sex of student, family type and region. Native Americans were most likely and Asians least likely to indicate that it was not important to be married before having sexual intercourse. Slightly more than half of the boys and one-third of the girls indicated that it was not important to be married. Region had some effect with those from the Northeast more likely to say it was not important than those from the South. Tenth graders from homes composed of father only were more likely to respond that it was not important to be married than those from homes with both parents.

Only ethnicity, family type and sex of student showed substantial differences in the percent saying that it was very important to be married before having sexual intercourse. More girls than boys, more Asian Americans than Native Americans and more tenth graders from both parent families than those who lived with their father only considered it very important.

Percentage Point Difference of 10 Percentage Points or More
Important to be Married Before Sexual Intercourse

	PPD
Very Important	
Boys 14%; girls 30%	16
Native American 15% to Asian American 30%	15
Father only 14% to both parents 24%	10
Not Important	
Asian American 30% to Native American 53%	23
Girls 33%; boys 54%	21
Both parents 40% to father only 56%	16
South 38% to Northeast 53%	15
Stayers 32% to joiners 45%	13

Consider Having a Child – **About one tenth grader in ten said they would consider having a child if they were not married. About two-thirds said no to this question.**

The percentage responses to the question, "Would you consider having a child if you were not married?", were as follows: yes, 11%; maybe, 21%; no, 63%; don't know, 12%.

Ethnicity and socio-economic status showed substantial differences related to those who would consider having a child if not married. Tenth graders from the lowest socio-economic status and African Americans were most likely to indicate they would consider doing so. However, the highest percentage for any group saying yes was 20%.

Differences across the range of subgroups were greater for these variables when the percent saying would not was examined. Asian-American tenth graders and those from the highest socio-economic status quartile were most likely to say no. In addition there was a substantial difference related to sex of students with boys being more likely to say they would not than were girls.

Percentage Point Difference of 10 Percentage Points or More
Consider Having a Child if Not Married

	PPD
Would	
Asian American 6% to African American 20%	14
Highest SES quartile 6% to lowest SES quartile 16%	10
Would not	
African American 43% to Asian American 69%	26
Lowest SES quartile 52% to highest SES quartile 72%	20
Girls 58%; boys 68%	10
Joiners 52% to nevers and leavers 64%	12

Have Own Child – **Less than 5% had or were expecting a child.**

The percentages were as follows: had a child, 3%; expecting a child, 2%. One percent of the tenth graders that were in school had a child as compared with 17% of the dropouts. The only substantial difference related to having or expecting a child appeared related to family type. The range in percent saying they had one or more children was from 1% of those living with both parents to 11% of those living with someone other than either parent (possibly living with spouse). However, some tenth graders in all family types were parents.

The percentages of tenth grade-aged young people in this sample who either had a child or were expecting at the time of the survey according to whom they were living with were as follows: living with both parents, 1%; father and stepmother, 2%; father only, 3%; mother and stepfather, 4%; mother only, 7%; someone other than either parent, 11%. More information on the percent having children is found in the section on household.

Percentage Point Difference of 10 Percentage Points or More
Had or Expecting a Child

Has a child	PPD
Both parents 1% to other family 11%	10

Discussion:
In the years prior to 1990 when this survey was administered, society in general had been very relaxed about sexual conduct. There is some indication that among teens currently there is more interest in chastity until marriage. However, the fact that many teenagers see sex as an activity outside of marriage means that education about safe sex is extremely important.

Media has focused on some low-income girls, and has given special attention to those of African-American heritage who have children out of wedlock supposably to gain more welfare money. It is unfortunate that the impression often is given that the majority of low-income African American girls engage in this practice. This data would show that those who do are definitely in the minority.

POTENTIALLY HARMFUL SUBSTANCES

Alcohol was the most frequently used and abused harmful substance. Over two-thirds of the tenth graders had had a drink of alcohol within the year prior to the survey and over two-fifths had had a drink within the month of the survey. Almost one-fourth said they had taken five drinks in a row at least once during the two weeks prior to the survey. In comparison, one in five said they smoked cigarettes and one in ten said they smoked one or more per day. Only 14% said they had used marijuana and 3% said they had used cocaine.

There was little difference in responses to the questions about use of substances when the variables were examined. Only 10% overall yielded substantial differences. The percent indicating substantial differences when the 22 comparisons per variable were as follows: family type, 36%, and ethnicity, 23%. The other four variables did not show any substantial differences.

Alcohol – **Most, more than four out of five tenth graders had a drink of alcohol at sometime during their lives. About a fourth had had one or more drinks on at least twenty occasions by the time they reached this point in tenth grade.**

Over two-thirds had had a drink within the year prior to the survey and over two-fifths had had a drink of alcohol within the month of the survey. More than one in ten, 15%, said they had used alcohol on more than three occasions during the month before the survey.

The percentages indicating frequency of drinking over various periods were as follows: lifetime, 0 occasions, 18%; 1-2 occasions, 23%; 3-19 occasions, 34%; 20 or more occasions, 24%; previous year, 0 occasions, 31%; 1-2 occasions, 30%; 3-19 occasions, 30%; 20 or more occasions, 9%; previous month, 0 occasions, 58%; 1-2 occasions, 27%; 3-19 occasions, 13%; 20 or more occasions, 2%.

None of the variables examined in this study showed substantial differences in the percentages not using alcohol at all and those not having had a drink during the previous year. Ethnicity and family type showed differences in the percent that had not had a drink during the thirty days previous to the study. It is to be noted that half of the Native Americans and three-fourths of the African-American tenth graders said they had not consumed any alcoholic beverages during the preceding 30 days. The range related to family types was from 47% of those living with their fathers only to 60% of those living with both parents saying they had not had a drink of alcohol in the 30 days prior to the survey.

Percentage Point Difference of 10 Percentage Points or More
No Alcohol Within the Last Thirty Days

	PPD
Native American 50% to African American 76%	26
Father only 47% to both parents 60%	13
4-H stayers 56% to joiners 67%	11

Heavy drinking – **Some were heavy drinkers. Somewhat less than a fourth of the tenth graders indicated consuming five or more drinks in a row at least once during the two weeks before the survey. Over three-fourths said they had never taken five drinks in a row.**

The percentages indicating the number of times they had had five drinks or more in a row during two weeks previous to filling out the survey were as follows: never, 76%; once, 10%; twice, 6%; three to five times, 4%; six to nine times, 2%; ten or more times, 2%. The only variable that showed a substantial difference was ethnicity. The range was from 74% of Native Americans to 88% of Asian Americans saying they had never taken five or more drinks in a row. (The only question in the survey dealing with quantity at one time was this one which focused on five or more drinks).

Percentage Point Difference of 10 Percentage Points or More
Never had Five or More Drinks In a Row

	PPD
Native American 74% to Asian American 88%	14

Cigarettes – **Most, 82%, of the tenth graders stated that they did not smoke at all. Another 10% said they smoked fewer than five cigarettes per day.**

The percentages according to number of cigarettes smoked were as follows: Don't smoke at all, 82%; less than one cigarette per day, 5%; 1 to 5 cigarettes per day, 5%; about 1/2 pack per day, 4%; >1/2 pack but < than 2 packs, 3%; 2 packs per day or more, <1%. Ethnicity and family type showed substantial differences in the percent who did not smoke at all or smoked less than one cigarette per day.

Percentage Point Difference of 10 Percentage Points or More
Number of Cigarettes Smoked

Don't smoke at all or less than 1 cigarette per day	PPD
Native American 68% to Asian American 91%	23
Other family 59% to both parents 87%	28

The percentage of youth smoking increased from 7% in eighth grade to 18% in tenth grade. The percent smoking five or more cigarettes per day increased from 3% of the eighth graders to 7% of the tenth graders.

Marijuana -- **Considerably fewer students used marijuana than used alcohol. The majority of the tenth graders, 79%, had never used marijuana. Among the 21% who had used marijuana, 8% had used it on 3 or more occasions within the last twelve months while 4% used it 3 or more times within the last 30 days.**

The percentages indicating frequency of using marijuana over various periods were as follows: lifetime, 0 occasions, 79%; 1-2 occasions, 10%; 3-19 occasions, 6%; 20 or more occasions, 5%; previous year, 0 occasions, 85%; 1-2 occasions, 7%; 3-19 occasions, 5%; 20 or more occasions, 3%; previous month, 0 occasions, 92%; 1-2 occasions, 4%; 3-19 occasions, 3%; 20 or more occasions, 1%.

No substantial differences were found related to socio-economic status, sex of student, region, or urbanicity. Ethnicity, and family type showed substantial differences for those who had never used marijuana. Ethnicity and family type also showed differences of 10 or more percentage point in those who had used marijuana 3 or more times in their lifetime. Tenth graders who had never used marijuana were most likely to be Asian American, and to come from homes where both parents are present. Those who had used marijuana were most likely to have come from homes with a father only and be Native American. African Americans were least likely to have used marijuana three or more times within their lifetime.

Percentage Point Difference of 10 Percentage Points or More
Using Marijuana

No occasions	PPD
Lifetime	
Native American 70% to Asian American 87%	17
Father only 64% to both parents 84%	20
Joiners 73% to stayers 87%	14
Last 12 months	
Father only 66% to both parents 88%	22
3 or more occasions	
Lifetime	
African American 4% to Native American 17%	13
Both parents 9% to other family 20%	11
Last 12 months	
Both parents 6% to father only 17%	11

Cocaine -- **Three percent of the tenth graders had used cocaine. Approximately two percent had used cocaine, including crack, 3 or more times in their lifetime, probably all within the previous year.**

The percentages indicating frequency of using marijuana over various periods were as follows: lifetime, 0 occasions, 97%; 1-2 occasions, 2%; 3-19 occasions, 1%; 20 or more occasions, <1%; previous year, 0 occasions, 98%; 1-2 occasions, 2%; 3-19 occasions, 1%; 20 or more occasions, <1%; previous month, 0 occasions, 99%; 1-2 occasions, 1%; 3-19 occasions, <1%; 20 or more occasions, <1%. No substantial differences were found related to the seven variables.

Discussion:

Teenage drinking is an ongoing problem in our society. These findings support the point that many substance abuse educators have been trying to make with parents. Parents tend to run scared of drugs and ignore the dangers of irresponsible use of alcohol. These findings indicate that even though there have been several good programs which have tried to educate teens about the danger of drinking, there is still a great deal of need for effective educational programs in this area. It is difficult to influence teens with educational programs when an adult society very visibly puts a great deal of emphasis on the enjoyment and comfort secured from alcohol.

The implications to individuals, families, community and society are far-reaching. While some will not be surprised at the results as they see and hear about it in their everyday lives, it needs to be remembered that we are talking about an illegal practice that puts the lives of all individuals at risk. When alcohol and driving are combined, it can be fatal--lives are lost, many times of those who just happened to be at the wrong place at the wrong time. A life full of potential, hopes and dreams can be snuffed out in a second. Drugs and alcohol not only affect the lives of the individual but also any children born to these individuals while under the influences of these substances. The problems that arise out of this affect all of us, be it in health care, schools, community services, or future generations.

Although a much smaller percent of tenth graders smoke cigarettes, the fact that any do and the finding that the percentage doubled between eighth and tenth grade is alarming given the scientific findings about the effect of smoking on health. More attention needs to be given to the reasons why young people begin smoking and efforts made to reduce that percentage.

EDUCATION RELATED TO SOCIAL BEHAVIOR

Most, but not all, tenth graders had been exposed to education related to social problem areas such as substance abuse, 82%; AIDS, 65%; and sex education, 65%. The only variable showing a substantial difference was family type which showed differences of ten or more percentage points for all three items. The overall percentage was 22%.

Substance Abuse – **More than four out of five, 82%, tenth graders said they had received alcohol or drug abuse education in high school.**

Family type was the only variable showing a substantial difference related to substance abuse education.

Percentage Point Difference of 10 Percentage Points or More
Substance Abuse

	PPD
Other family 74% to mother/stepfather only 85%	11

AIDS Education – **About two-thirds said they had received education about AIDS in high school.**

Family type was the only variable showing a substantial difference in receiving AIDS education.

Percentage Point Difference of 10 Percentage Points or More
AIDS Education

	PPD
Other family 61% to mother/stepfather 71%	10

Sex Education – **About two-thirds also said they had taken part in an sex education program in high school.**

Type of family and region showed substantial differences. Tenth graders in the Northeast region were most likely to have taken part in sex education programs.

Percentage Point Difference of 10 Percentage Points or More
Sex Education

	PPD
Father only 53% to other family 69%	16
South 59% to Northeast 70%	11

Discussion:
It is encouraging to see that many tenth graders had received some education on substance abuse and AIDS. However, some education may not be enough. Those concerned need to continually explore ways to get warnings to youth in a way that they will heed them.

Expected Future Life

The NELS survey also asked tenth graders to look ahead to the future. Expectations related to school will be included in the school section.

IMPORTANT IN THE FUTURE

Finding and being successful in work was very important to most, more than four out of five, tenth graders. Strong friendships, four out of five, finding the right person to marry and giving their own children better opportunities were also very important to most, three out of four. Two-thirds thought that having leisure time was important.

Most tenth graders wanted to have some leisure in their future but fewer saw it as important as success on the job. More saw leisure as very important than saw having a lot of money as very important. Although having lots of money in the future was of at least some importance to most tenth graders, the percent saying it was very important, two out of five, was not as high as the responses to the work related items.

The tenth graders were divided on the importance of their having children. One in five said doing so was not important; two in five said somewhat important, and two in five said very important.

About a third thought that helping others was very important and one out of five, thought working to correct economic inequalities would be very important in their future.

It would appear that only a relatively small percentage of tenth graders are eager to get away from their parents and home communities. Living close to their family, one out of four; getting away from their parents, getting away from this area, and working to correct economic inequities showed the lowest proportion, one of five, saying they was very important. Only 1% said that being successful in a line of work was not important as compared with 50% saying getting away from this area was not important.

Overall, about one in five, 19%, of the comparisons yielded a substantial difference. The percent of the 26 comparisons per variable that yielded differences of ten percent or more were as follows: ethnicity, 46%; family type, 38%; socio-economic status, 23%; and sex of student, 8%. Urbanicity and region did not show any substantial differences.

Most important – **The percent indicating that each of 13 conditions was very important to them as they saw their future ranged from 18% saying getting away from their parents to 85% being able to find steady work was very important.**

Tenth graders were asked to indicate how important 13 conditions were to them in the future. Other conditions that two-thirds or more of the tenth graders saw as being very important included: 84% being successful in a line of work; 80% having strong friendships; 76% finding the right person to marry and having a happy family life; 75% giving own children better opportunities; 65% having leisure time to enjoy own interests; 44% having lots of money; 43% having children; 32% helping other people in my community; and 25% living close to parents and relatives.

The items that the smallest percentages indicated as being very important included: 18% getting away from parents, 19% getting away from this area, and 9% working to correct social and economic inequities.

Not important – Only 1% said that being successful in a line of work was not important as compared with 50% saying getting away from this area was not important.

The other conditions that the highest percentages indicated as not being important were as follows: 43% getting away from parents; 29% working to correct economic inequities; 21% living close to parents and relatives.

The lowest percentages saying conditions were not important were: 1% being successful in my line of work; 2% being able to find steady work; 2% having strong friendships, 5% giving own children more opportunities.

Importance of Work, Money, and Leisure

A steady job, success, and leisure were seen as very important by more tenth graders than was having a lot of money.

Success in Work – It was very important to most tenth graders that they find steady work, 85%, and that they be successful in their future line of work, 84%.

The percentages indicating the importance of finding steady work were: not, 2%; somewhat, 13%; and very 85%. The only variable that showed a 10 percentage point difference was family type. None of the examinations of not important yielded substantial differences.

The percentages indicating the importance of being successful at work were: not, 1%; somewhat, 14%; and very 84%. Only ethnicity and socio-economic status showed substantial differences. Higher percentages of teens of Asian-American heritage and those in the highest socio-economic quartile said it was very important to them to be successful in their line of work.

None of the variables showed substantial differences related to finding steady work.

Percentage Point Difference of 10 Percentage Points or More
Importance of Being Successful in Line of Work

Very Important	PPD
Native American 64% to Asian American 86%	22
Lowest SES quartile 79% to highest SES quartile 90%	11

Leisure – Most tenth graders wanted to see some leisure in their future but fewer, 65%, saw it as very important. More saw leisure as very important than saw having a lot of money as very important.

The percentages indicating the importance of having leisure time were as follows: not, 2%; somewhat, 33%; and very 65%. European Americans, those from the highest socio-economic quartile, and those living with their mother and stepfather showed the highest percentage viewing some degree of leisure as being very important in their future. However, regardless of variable and subgroup very few tenth graders felt it was not important to have leisure time.

Percentage Point Difference of 10 Percentage Points or More
Importance of Having Leisure Time

Very Important	PPD
Father only, other family 54% to mother/stepfather 75%	21
Native American 55% to European American 67%	12
Lowest SES quartile 59% to highest SES quartile 71%	12
Joiners 56% to nevers 66%	10

Money – Although having lots of money in the future was of at least some importance to most tenth graders, the percent saying it was very important, 44%, was not as high as the responses to the work related item.

The percentages indicating the importance of having lots of money were as follows: not, 7%; somewhat, 49%; and very 44%. Boys, African Americans, and those living with someone other than either parent were most likely to say that having lots of money was very important.

Percentage Point Difference of 10 Percentage Points or More
Importance of Having Lots of Money

Very Important	PPD
Girls 35%; boys 53%	18
European American 41% to African American 57%	16
Stayers 37% to joiners 50%	13

Importance of Having Friends and Own Family

More tenth graders said that strong friendships were very important to them than said that it was very important to them to have children.

Friendships – Having strong friendships was very important to four-fifths of the tenth graders.

The percentage responses were as follows: not important, 2%; somewhat, 18%; very 80%. The only variables showing substantial differences were ethnicity and socio-economic status. However, even in the case of the group at the lowest end of the range two-thirds or more saw developing strong friendships as very important. There were no substantial differences related to the variables in the percent saying strong friendships were not important. Note: The word "strong" was used in the question without definition.

Percentage Point Difference of 10 Percentage Points or More
Having Strong Friendships

Very Important	PPD
African American 66% to Asian American 86%	20
Lowest SES quartile 72% to highest SES quartile 86%	14

Right Spouse – Finding the right person to marry was also very important to over three-fourths of the tenth graders.

The percentage responses were as follows: not important, 6%; somewhat, 18%; very 76%. Ethnicity showed substantial differences with Native Americans showing the highest percent saying not important and the lowest percent saying very important. There was also a substantial difference in the percent saying very important in relation to family type. The percentage of youth living with a mother and stepfather who said finding the right person to marry was very important was slightly higher than the percentages shown by other family types. There was a nine percentage point difference between boys and girls in relation to finding the right spouse.

Percentage Point Difference of 10 Percentage Points or More
Finding The Right Person to Marry

Very Important	PPD
Native American 58% to European American 78%	20
Other family 63% to mother/stepfather 78%	15
Not Important	
Hispanic American 5% to Native American 16%	11

Having Children – **Fewer than half of the tenth graders said that having children was very important to them. Almost a fifth said it was not important.**

The percentage responses were as follows: not important, 17%; somewhat, 40%; very 43%. Ethnicity and socio-economic status showed substantial differences in relation to very important, with European Americans and those in the highest socio-economic status quartile most likely to say that having children was very important to them. There was a seven percentage point difference between boys and girls in relation to whether having children was very important to them. Tenth graders living with someone other than their own parents showed the highest percent saying not important.

Percentage Point Difference of 10 Percentage Points or More
Having Children

Very Important	PPD
African American 32% to European American 46%	14
Lowest SES quartile 39% to highest SES quartile 50%	11
Not Important	
Father only 15% to other family 27%	12

Better Opportunities – **About three-fourths thought it was very important to give their children better opportunities than they had had.**

The percentage responses were as follows: not important, 5%; somewhat, 20%; very 45%. No substantial differences appeared related to any of the variables in relation to the percent thinking this was not important. Substantial differences did appear related to family type, ethnicity, and socio-economic status, however, for the percentages thinking it was very important.

African Americans, those from the lowest SES quartile, and those living with their fathers only showed the highest percentages saying improving opportunities for their own children was very important. European Americans, those in the highest SES quartile, and those living with father and stepmother showed the lowest percentages. But even among the groups with the lowest percentage saying very important, that percentage was over two-thirds.

Percentage Point Difference of 10 Percentage Points or More
Children Having Better Opportunities

Very Important	PPD
Father/stepmother 68% to father only 84%	16
European American 72% to African American 87%	15
Highest SES quartile 67% to lowest SES quartile 81%	14

Service

Some tenth graders see service to others and involvement in issues related to economic equity as being very important in their future, but the majority do not.

Helping Others – **Helping others in the community was seen more often as somewhat important than it was seen as very important. About a third saw community service as very important.**

The percentage responses were as follows: not important, 8%; somewhat, 59%; very 32%. Substantial differences appeared related to ethnicity and gender. European Americans and boys showed the lowest percentages saying very important for their future. Girls, African Americans and those living with someone other than their parents showed the highest percentages, but even for these groups fewer than half said that helping others in the community was something they saw as very important in their future.

Percentage Point Difference of 10 Percentage Points or More
Helping Others in Community

Very Important	PPD
European American 30% to African American 43%	13
Boys 26%; girls 39%	13
Father/stepmother 26% to other family 37%	11

Economic Equality – **A higher percentage thought that working to correct economic inequities was very important in their future. However, less than half saw such activity as being very important.**

The percentages indicating the importance of working to correct economic inequities were as follows: not, 29%; somewhat, 51%; and very 19%. It is to be noted that the range among socio-economic quartiles was only 2%. The substantial differences appeared related to ethnicity and family type. European-American tenth graders and those living with their father only were least likely to say that working to correct economic inequities was very important to them. Native Americans and those living with someone other than their parents were most likely to think such activities were very important.

Percentage Point Difference of 10 Percentage Points or More
Correcting Economic Inequities

Very Important	PPD
Father only 13% to other family 36%	23
European American 16% to Native American 31%	15

Future Location as Related to Present Location

It would appear that only a relatively small percentage of tenth graders are eager to get away from their parents and home communities.

Close to Family – **Tenth graders were divided in terms of the extent to which it was important for them to live near their family and relatives. About a fourth said it was very important and less than a fourth said it was not important. The majority said it was somewhat important.**

The percentage of responses related to the importance of living close to parents or relatives were as follows: not important, 21%; somewhat, 54%; very 25%. More tenth graders from the lowest socio-economic quartile thought this was very important than did those from the highest quartile. Similarly, those living with someone other than their parents felt it very important to be close in proximity. However, in both cases the percentages were fairly low. There was no substantial difference in the percent saying it was not important.

Percentage Point Difference of 10 Percentage Points or More
Remain Close to Parents/Relatives

Very Important	PPD
Father/stepmother 21% to other family 37%	16
Highest SES quartile 21% to lowest SES quartile 31%	10

Away from Parents – **Less than one eighth grader in five thought that it was very important for them to get away from their parents in the future. More than two in five said it was not important.**

When the question was asked in a somewhat different form, the degree of importance of getting away from one's parents, the percentages were as follows: not, 43%; somewhat, 39%; very, 18%. Family type showed substantial differences in both the percent saying it was not important and the percent saying it was very important to get away from their parents. Those living with their father and a stepmother were most likely to indicate a need for getting away from their parents. Substantial differences in saying it was not important appeared in relation to ethnicity and family type. Hispanic-American tenth graders and those living with someone other than a parent were most likely to say it was not important to get away from their parents.

Percentage Point Difference of 10 Percentage Points or More
Getting Away From Parents

Very Important	PPD
Both parents 16% to father/stepmother 31%	15
Not Important	
Father/stepmother 26% to other family 53%	27
African American 39% to Hispanic American 49%	10
Joiners 35% to leavers 46%	11

Leave the Area – Only one tenth grader in five thought it was very important to their future to get away from where they lived. Half thought it was not important.

When location was presented in relation to getting away from the area, the percentage responses were as follows: not, 50%; somewhat, 32%; very, 19%. Substantial differences appeared in relation to ethnicity. Asian Americans were least likely to feel it was very important to get away from their present location. A somewhat higher percentage of tenth graders living with their father and stepmother were most likely to think it very important to get away from the area.

Percentage Point Difference of 10 Percentage Points or More
Getting Away From This Area

Very Important	PPD
Asian American 10% to Native American 28%	18
Other family 11% to father/stepmother 24%	13
Not Important	
African American 39% to Asian American 55%	16

Discussion:
Responses to these questions provide very interesting insights as to what tenth graders value. Most adults will be pleased that so many saw steady work and close friendships as being very important. The finding that relatively few were eager to leave their home communities also will be appreciated in those communities who lost well educated youth during the past decades. However, the relatively small percent who thought addressing economic inequities and helping others was very important may be of concern in many communities.

Youth of an earlier generation are often pictured as eager to leave home and seek their fortunes elsewhere. Is that a false picture? Or, in those days, was leaving home the main vehicle for achieving independence, and have today's tenth graders managed already to have achieved the amount of independence that they desire? Or by young adults stayed in the family home longer because of economic necessity and, has a different model been set for teens?

CHANCES OF THINGS OCCURRING IN THE FUTURE

Most tenth graders felt there was more than a fifty-fifty chance that positive things would occur in their future. Three-fourths or more indicated that there was more than a fifty-fifty chance that they would graduate from high school, have friends they could count on, have a happy family life, have a job they enjoyed and that would pay well, stay in good health, and own their own home. Over two-thirds thought there was a high or very high chance (more than fifty-fifty) that they would be respected in their communities and could live anywhere that they wanted.

Over half felt that there was a high or very high chance that their life would be better than their parents' and that their children's lives would be better than their own. Although optimistic, tenth graders also indicated some uncertainty. Fewer, from a third to half, were willing to say that the chances of attaining those things (other than graduating from high school) were very high. They were least likely to feel their was a high chance that their children's lives would be better than their own.

The three items that showed the highest percent indicating low or very low chances of it occurring in their future were: going to college, 12%; being able to live anywhere they want, 8%; and completing high school, 7%.

Overall, less than one in five of the comparisons, 16%, yielded substantial differences. Only ethnicity, 45%, and family type, 25%, yielded substantial differences in the 20 comparisons made per variable.

Overview

Most tenth graders saw a high chance that several evernts or situations would occur in their future.

High – Most tenth graders saw a high chance that several of the items would occur in their future. They were most likely to feel there was a high chance they would graduate from high school, 93%. They were least likely to feel there was a high chance that their children's lives would be better than their own, 53%.

From 74% to 83% thought there was more than a fifty-fifty chance that the following would occur in their lives: they would have friends they could count on, they would have a happy family life, they would have a job they enjoyed and that would pay well, that they would stay in good health, and that they would own their own home. However, the only event that more than half said there was a very high chance of their attaining was graduating from high school, 74%. From 39% to 49% rated the occurrence of the six items listed previously as very high.

Low – Few tenth graders said there was a low (low or very low) chance that various things would occur. The highest percentage was 12% saying that the chances they would go to college were low.

The next highest percentages indicating there was a low or very low chance of something occurring were: 8% being able to live anywhere, and 7% completing high school.

Economic

Three of the items were loosely grouped as economic. Tenth graders were optimistic about getting good paying jobs. The tenth graders did not seem to distinguish between a high paying job and a job they enjoyed. The percentages indicating chances were very similar for the two questions.

Good Paying Job – **Tenth graders were optimistic about getting good paying jobs. Almost forty percent rated their chances very high and another 37% rated them as high.**

The percentage responses in relation to having a job that pays well were as follows: very low, <1%; low, 2%; fifty-fifty, 22%; high, 37%; very high, 39%. Substantial differences in the percent saying very high appeared related to socio-economic status, ethnicity, and family type. Less than a third of those from the lowest socio-economic status quartile and less than a third of the Hispanic Americans rated their chances as very high. African Americans showed the highest percentage rating their chances as very high. Those living with someone other than a parent showed the lowest percent feeling they had very high chances of seeing a high paying job.

Percentage Point Difference of 10 Percentage Points or More
Good Paying Job

Very High	PPD
Lowest SES quartile 30% to highest SES quartile 48%	18
Other family 30% to father only 45%	15
Hispanic 31% to African American 45%	14
Leavers 38% to joiners 50%	12

Enjoyable Job – **The tenth graders did not seem to distinguish between a good paying job and a job they enjoyed. Over two-fifths felt their chances of getting an enjoyable job were very high.**

The percentage responses in relation to having a job he or she enjoyed were as follows: very low, <1%; low, 2%; fifty-fifty, 18%; high, 37%; very high, 43%. Ethnicity and socio-economic status showed substantial differences related to very high chances. However, the highest percent indicating the chances were very high that they would find a job they enjoyed rested with Native Americans rather than African Americans.

Percentage Point Difference of 10 Percentage Points or More
Job That is Enjoyed

Very High	PPD
Hispanic American 34% to Native American 47%	13
Lowest SES quartile 35% to highest SES quartile 49%	14
Nevers and leavers 43% to joiners 53%	10

Own a Home – **Although over two-thirds of the tenth graders said the chances of their owning their own homes were above fifty-fifty, only somewhat more than a third indicated that they were very high.**

The percentage responses in relation to owning a home of his or her own were as follows: very low, 1%; low, 3%; fifty-fifty, 21%; high, 35%; very high, 39%. Socio-economic status showed the highest difference in range with 31% of the lowest and 49% of the highest saying the chances were very high that they would own their own homes. Those living with someone other than a parent were least likely to feel that chances of owning their own home were very high. Differences also appeared related to ethnicity with Hispanic Americans showing the lowest percentage and African Americans showing the highest percentage expecting to own their own homes.

Percentage Point Difference of 10 Percentage Points or More
Able to Own a Home

Very High	PPD
Lowest SES quartile 31% to highest SES quartile 49%	18
Other family 28% to father only 44%	16
Hispanic American 31% to African American 43%	12
Leavers 38% to joiners 49%	11

Family Life

Even though some experts say that their generation will not have as good a life as their parents, many tenth graders were optimistic about their future.

Happy Family Life – **Most tenth graders, over four-fifths, thought there was more than a fifty-fifty chance that they would have a happy home life. Two-fifths rated the chance as very high.**

The percentage responses in relation to having a happy family life were as follows: very low, 1%; low, 2%; fifty-fifty, 18%; high, 40%; very high, 41%. The substantial differences were related only to ethnicity. Hispanic Americans were least likely and Native Americans were most likely to have very high expectations of having a happy family life.

Percentage Point Difference of 10 Percentage Points or More
Happy Family Life

Very High	PPD
Hispanic American 35% to Native American 45%	10

Better Life – **Most, 61%, thought that there was more than a fifty-fifty chance that they would have a better life than their parents. Over a fourth rated the chances as very high.**

The percentage responses in relation to having a better life than his or her parents were as follows: very low, 1%; low, 3%; fifty-fifty, 36%; high, 34%; very high, 27%. Differences in ranges appeared related to ethnicity, and family type. Native Americans and those living with someone other than their parents showed the highest percentage indicating there was a very high chance their life would be better than their parents. European Americans and those living with their father and stepmother showed the lowest percentage. It is to be noted that the differences related to socio-economic status did not reach the 10 percentage point level.

Percentage Point Difference of 10 Percentage Points or More
Life Better Than Parent's

Very High	PPD
Father/stepmother 20% to other family 45%	25
European American 25% to Native American 36%	11
Leavers 25% to joiners 35%	10

Children's Better – **Many tenth graders have faith that the future is going to get better instead of worse. Over half said there was more than a fifty-fifty chance that their children's lives would be better than their own, including almost a third who said the chances were very high.**

The percentage responses in relation to his or her children having a better life were as follows: very low, 2%; low, 3%; fifty-fifty, 31%; high, 34%; very high, 31%. Substantial differences appeared related to ethnicity, socio-economic status, and family type. African Americans, those in the lowest socio-economic status quartile and those who lived with someone other than either parent were most likely to think there was a very high chance that their children's lives would be better than their own.

Percentage Point Difference of 10 Percentage Points or More
Children's Life Better Than Own Life

Very High	PPD
Father only 27% to other family 47%	20
European American 27% to African American 44%	17
Highest SES quartile 22% to lowest SES quartile 39%	17
Nevers 30% to joiners 41%	11

Acceptance

Many felt they would be accepted wherever they wanted to live.

Live Anywhere – **Almost two-thirds of the tenth graders felt there was more than a fifty-fifty chance that they could live anywhere they wanted to including 30% who said that the chances were very high.**

The percentage responses in relation to living anywhere he or she chose were as follows: very low, 2%; low, 6%; fifty-fifty, 27%; high, 34%; very high, 30%. Substantial differences in terms of the percent saying very high and very low appeared related to family type. This was one of the few instances where a substantial difference related to ethnicity appeared related to the percent saying very low. Over a third of the tenth graders of Native American heritage said the chances were very low that they would be able to live any place they wanted to.

Percentage Point Difference of 10 Percentage Points or More
Able to Live Anywhere

Very High	PPD
Nevers and leavers 29% to joiners 41%	12
Very Low	
Hispanic American 25% to Native American 38%	13
Father/stepmother 4% to father only 15%	11

Be Respected – **More than 70% of the eighth graders said there was more than a fifty-fify chance they would be respected in their communities.**

The percentage responses in relation to being respected in the community were as follows: very low, 1%; low, 2%; fifty-fifty, 25%; high, 43%; very high, 29%. None of the variables showed substantial differences either in relation to high or low chance.

Health and Friends

Most tenth graders expected to have good health and friends they could count on.

Good Health – **Most tenth graders expected to have good health. Over three-fourths said there was more than a fifty-fifty chance that their health would be good including over a third who said the chances were very high.**

The percentage of responses in relation to staying in good health were as follows: very low, 1%; low, 2%; fifty-fifty, 20%; high, 42%; very high, 36%. Substantial differences appeared related to ethnicity. Hispanic Americans showed the lowest and Native Americans showed the highest percentages saying there was a very high chance that they would remain in good health.

Percentage Point Difference of 10 Percentage Points or More
Stay in Good Health

Very High	PPD
Hispanic American 30% to Native American 40%	10
Leavers 34% to joiners 45%	11

Friends To Count On – **Over 80% said that there was more than a fifty-fifty chance that they would have friends they could count on including 42% who said the chances were very high.**

The percentage responses in relation to having friends to count on were as follows: very low, 1%; low, 2%; fifty-fifty, 15%; high, 41%; very high, 42%. Substantial differences in the percent saying very high appeared related to ethnicity with African Americans showing the lowest and Asian Americans showing the highest percentage, and to socio-economic status with those in the lowest quartile showing the lowest percentage and those in the highest quartile showing the highest percentage.

Percentage Point Difference of 10 Percentage Points or More
Have Friends That Can Be Counted On

Very High	PPD
African American 32% to Asian American 45%	13
Lowest SES quartile 36% to highest SES quartile 49%	13

Discussion:
It is encouraging that most tenth graders saw that they had at least a fifty-fifty chance of building the kind of life they wanted. However, there was a sense that they recognized changing conditions when relatively low percentages said that there was a high chance of various things coming to pass in their lives.

PART B - FAMILY CHARACTERISTICS AND RELATIONSHIPS

Few tenth graders at age 16 or thereabouts have established their own homes. They are two or three years from becoming legal adults. As a result, the NELS survey collected information about their households, families, and relationships with various family members. This section is composed of the following subsections: household members, family type, potentially disruptive events, family relationships, parental monitoring, amount of attention given by parents to various activities, who makes decisions, and discussing school with parent(s).

Tenth Grader's Families

HOUSEHOLD MEMBERS

Almost all of the tenth graders had an adult female and most had an adult male in their household in a parental role. Most tenth graders had at least one brother or sister, less than one in ten had one or more grandparents, and some had other relatives in their household. A few households included someone other than a relative. A few households included the teen's new family. The tenth grader's spouse was present in 2% of the households and a boyfriend or girlfriend in another 1%. The teen's own child or children were present in 4% of the households. Over a third of the tenth graders said they baby sat or took care of a younger child in the family (usually a sibling).

Although only 37% of all comparisons yielded substantial differences, there were substantial differences in all categories of household members related to family type. The percent of the 17 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 100%; ethnicity, 76%; socio-economic status, 34%; sex of student, 8%; urbanicity, 5%; and region, 6%.

Female Parent – **Almost all, 98%, of the tenth graders had an adult female in a parental role. The birth or adoptive mother was present in 88% of the households, a stepmother in 3%, and some other adult female in 7% of the households.**

The only substantial difference that appeared was found for other adult female and ethnicity.

Percentage Point Difference of 10 Percentage Points or More
Female Parent

	PPD
Mother	
Father/stepmother and father only 26% to both parents 96%	70
Stepmother	
Both parents 1% to to father/stepmother 52%	51
Other adult female	
Native American 4% to African American 14%	10

There was a slight decrease in two years in the percent of the sample living with their birth or adoptive mother. The eighth grade survey found 92% of the sample with their mother in the household and 5% with some other female guardian, stepmother or foster mother.

Male Parent – **Most, 88%, of the tenth graders had an adult male in their household in a parental role. The birth or adoptive father was present in 66% of the households, a stepfather in 12%, and some other adult male in 7% of the households.**

There was a very substantial ethnic difference with a range from 37% of African Americans to 80% of Asian-American tenth graders having their original father (birth or adoptive) in the household. African Americans were also the most likely and Asian American were least likely to have a stepfather in the household. When father and stepfather were combined, it was found that 52% of African-American tenth graders and 85% Asian-American tenth graders had either a father or stepfather in the household.

Although not as large, there was also a sizeable difference related to socio-economic status with 53% of those in the lowest quartile and 80% of those in the highest quartile having their original father living with them. Less substantial differences appeared related to urbanicity and region with those from the central city and, also those from the South, less likely to have their original father with them.

Percentage Point Difference of 10 Percentage Points or More
Male Parent

Father	PPD
Mother only 9 to both parents 93%	84
African American 37% to Asian American 80%	43
Lowest SES quartile 53% to highest SES quartile 80%	27
Urban 63% to rural 73%	10
South 63% to Northeast 73%	10
Joiners 58% to leavers 72%	14
Stepfather	
Both parents 2% to mother/stepfather 71%	69
Asian American 5% to African American 15%	10
Other adult male	
Both parents 3% to other family 45%	42

The presence of a birth or adoptive father also decreased slightly between eighth and tenth grade. The eighth grade survey found that 69% had their father in their household and 13% lived with some other male guardian (stepfather or foster father.).

Siblings – Most tenth graders, 94%, had at least one brother or sister in their household.

Over half, 55%, indicated that at least one brother was in the household (48%, older brother; 45%, younger brother). About the same percentage, 52% indicated having at least one sister in the household (47%, older sister; 44%, younger sister). A fourth did not have a sibling in high school. (These questions were phrased to include adopted, step- or half-brothers and sisters.)

Substantial differences appeared related to ethnicity, socio-economic status, and family type. Consistently European Americans showed the lowest percentages with siblings, Hispanic Americans showed the highest percentages with younger siblings and Native Americans showed the highest percentages with older siblings. When siblings were divided into older and younger, those in the lowest socio-economic quartile consistently indicated the highest percentages and those in the highest quartile the lowest percentages. Those questions appeared to be phrased in terms of any siblings. However, in the question that just dealt with siblings in the household, socio-economic status did not yield a substantial difference. Family type also showed substantial differences related to whether the tenth graders had siblings. Those living with someone other than their parents were least likely to have siblings living in the same household. However, they were most likely to indicate that they had younger brothers and sisters.

Percentage Point Difference of 10 Percentage Points or More
Siblings Living in or out of Household

	PPD
Brothers (Living in household)	
Other family 23% to both parents 57%	34
Euopean American 52% to Hispanic American 67%	15
Older brother(s) (Any regardless of whether living in respondent's household)	
Euopean American 46% to Native American 66%	20
Highest SES quartile 42% to lowest SES quartile 58%	16
Younger brother(s) (Any)	
Both parents 46% to other family 72%	26
Euopean American 42% to Hispanic American 58%	16
Highest SES quartile 38% to lowest SES quartile 50%	12
Sisters (Living in household)	
Other family 35% to father/stepmother 62%	27
Euopean American 50% to Hispanic American 64%	14
Older sister(s) (Any)	
Euopean American 44% to Native American 60%	16
Both parents 43% to other family 59%	16
Highest SES quartile 42% to lowest SES quartile 56%	14
Younger sister(s) (Any)	
Both parents 46% to father/stepmother 73%	27
Euopean American and Asian American 41% to Hispanic American 58%	17
Highest SES quartile 38% to lowest SES quartile 50%	12

The eighth grade survey found 57% of the households included brothers and 53% of the households included sisters.

Grandparents – **Less than one in ten, 7%, had one or more grandparents in their household.**

Five percent indicated one grandparent in their household; 2% said there were two grandparents and two-tenths of a percent said there were more than two.

Substantial differences appeared related to ethnicity and family composition. Although neither showed very high percentages, Asian Americans were three times as likely to have a grandparent in the household than were European Americans. The highest percent of grandparents appeared in families where neither parent was present indicating that part of the families in that category probably were living with one or both grandparents.

Percentage Point Difference of 10 Percentage Points or More
Grandparents

	PPD
Both parents 5% to other family 41%	36
Euopean American 5% to Asian American 16%	11

The percent with grandparents living in the tenth graders households remained the same between eighth and tenth grade; the eighth grade survey found 7% of the households including at least one grandparent.

Other relative – **Some students had other relatives in their household. In 5% of the households there was another relative under 18 years of age. In 10% there was a relative over 18.**

For both age groups, European Americans and those living with both parents were least likely to have other relatives in the household. African Americans and those living with someone other than their own families were most likely to have other relatives from both age groups living in the household.

Percentage Point Difference of 10 Percentage Points or More
Other Relatives

Other relatives under 18	PPD
Father/stepmother 2% to other family 48%	46
Euopean American 3% to African American 14%	11
Other relatives over 18	
Both parents 6% to other family 54%	48
Euopean American 8% to African American 19%	11

It would appear that the number of tenth graders with other relatives in their household has increased in the two year period. The eighth grade survey found that 7% had other relatives living with them but did not indicate ages.

Nonrelatives – A few households included someone other than a relative, 2% someone under 18, 4% someone over 18.

Nonrelatives were most likely to be living in a household with a tenth grader who was not living with either parent.

Percentage Point Difference of 10 Percentage Points or More
Nonrelatives

Under 18	PPD
Both parents, father/stepmother 1% to other family 12%	11
Over 18	
Both parents, father/stepmother 1% to other family 14%	13

The percent of households with nonrelatives appeared to have increased slightly. The eighth grade survey reported 3% of the eighth graders indicating nonrelatives lived in their household but the eighth grade survey was not divided by age groups.

New Family – A few households included the teen's new family. The 10th grader's spouse was present in 2% of the households and a boyfriend or girlfriend in another 1%. The teen's own child or children were present in 4% of the households.

None of the variables used in the study showed a substantial difference. For example, there was no difference in the percent of boys and girls who said they had a spouse or friend living with them. There was a difference of 10 percentage points in relation to family type and having a child of their own in the tenth grader's household. The range was from 2% of those living with both parents to 12% of those not living with either parent. Both mother only and mother with stepfather showed 4% indicating that a child (or children) of theirs was in the household. The percentage for those living with their father were in the categories of father only, 2% and father with stepmother, 3%.

There was no difference in relation to family type percentage indicating that a spouse or girlfriend/boyfriend was part of the household. The combined percent (spouse and significant other) was 1% for all family types except mother only, 3% and other family, 7%. This information was not secured from eighth graders.

Care of Younger Child – Over a third of the tenth graders, 37%, said that they baby sat or took care of a younger child in the family.

Substantial differences appeared related to ethnicity, sex of student, and family type. Girls were twice as likely to be caring for a child as boys. However, about a quarter of the tenth grade boys said they were responsible for caring for a child in the family. Those living with their fathers only were least likely and those living with their mother and a stepfather were most likely to say that they had to care for a younger child. Asian Americans were least likely and Hispanic Americans were most likely to have child care responsibilities.

Percentage Point Difference of 10 Percentage Points or More
Taking Care of A Child or Children in the Family

	PPD
Boys 24%; girls 50%	26
Father only 23% to mother/stepfather 44%	21
Asian American 29% to Hispanic American 43%	14

Among those who took care of a child or children, 45%, said that it was less than one hour per day; 31% said it was from one to three hours per day; 6% said from five to seven hours, and 5% said more than seven hours per day.

Among those caring for children, 75% said that they had not missed any days of school because of this responsibility. At the other extreme, 16% said they missed 10 or more days a month because of having to take care of a child or children.

This information was not secured from eighth graders.

Discussion:
Most teenagers have adult men and women in a parental role. This point will be discussed more in the section on family type. Thus the main area of interest in this section is that enough tenth graders had established some part of a new family - either spouse/significant other or child, or both - by the time they were tenth graders to show as a percentage in a national sample. The finding that one out of every twenty-five tenth graders has a child, has implications for child care arrangements, sex education, parenting programs, and intergenerational programs. The other important finding about new families is that the tenth graders who had started new families this early in their lives did not seem to be clustered in any location such as the central city, or to be identified primarily with any of the five ethnic groups identified in this study. They did not seem to be solely appearing among youngsters in the lowest socio-economic quartile. Instead, they seemed to be dispersed across all of the subgroups examined. This challenges, in part, media emphasis on early child bearing being concentrated among inner city, lower socio-economic African-American teens. It is likely that rather than a cultural pattern the early formation of complete or partial new families by young people in their middle teens is a result of a pervasive attitude toward early sexual activity which for the past few years had permeated the teen culture. The difference from earlier generations, in addition to the fact that more teens find early sexual activity okay, is that more teens may be keeping their children rather than placing them for adoption.

It is also important to note that about a fourth of tenth grade boys say they are responsible for caring for a child in their family - either own or sibling. This has implications both for programs for babysitters and for school courses which include family relations or care of children. For both boys and girls, the finding that Hispanic-American teens were most likely to have child care responsibilities may be important to those developing educational programs related to child care.

FAMILY TYPE

About two-thirds of the tenth graders lived with both of their natural (or adoptive) parents. Somewhat more than one in ten lived with one parent and a stepparent. About two in ten lived with only one parent. Those living with only one parent with or without a stepparent were more likely to be with the mother than the father. Most of the 2% who were not living with their parents lived with one or more grandparents or one or more other adult relatives.

Thirty percent of all of the comparisons showed substantial differences. The percent of the five comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 60%; socio-economic status, 40%; and region, 20%. None of the differences were as great as ten percentage points when family type was examined in relation to sex of student and urbanicity.

There were marked differences in family type related to some of the variables.

Number of Parents – **About two-thirds, 65%, lived with both their natural or adoptive parents. Slightly under 15% lived with one parent and a stepparent. About one in five lived with only one parent. A few, 2%, lived with someone other than a parent.**

The percentages according to family type were as follows: living with both natural or adoptive parents, 65%; mother and stepfather, 11%; father and stepmother, 3%; mother only, 16%; father only, 3%; someone other than either mother or father, 2%.

The percentages in the eighth grade survey were as follows: living with both natural or adoptive parents, 64%; mother and stepfather, 11%; father and stepmother, 3%; mother only, 17%; father only, 3%; someone other than either mother or father, 3%. The differences appear slight for the whole group, but changes in status for respondents within the group appeared to balance out.

Variables – **Ethnicity, socio-economic status and region showed differences in the percent living with both parents. Ethnicity also showed a difference in the percent living with a stepparent. Sex of student showed a difference related to living with a father and stepmother or living only with the father and living with someone other than either parent.**

The greatest relationship appeared to be with ethnicity. There was a major difference in the percent of tenth graders living with both parents according to ethnic groups. Asian-American youngsters, 80%, were most likely and African-American youngsters, 35%, were least likely to be living with both parents by the time they reached the tenth grade.

There were similar substantial differences with African Americans showing the highest percentages and Asian Americans showing the lowest percentages living with their mother and a stepfather (5% to 16%) and living only with their mother (9% to 37%). However, differences related to ethnicity did not show substantial differences related to the percentage living with their father and a stepmother (African American 1% to Euopean American 3%), their father only (Hispanic American, 2% to African American 3%), or with someone other than a parent (Asian American, Native American, Euopean American, 2%, to African American 4%).

There was also a difference related to socio-economic status in the percent living with both parents and the percent living with their mother only. However, the difference in percentage points was not nearly as great as for ethnicity. Over half of those in the lowest socio-economic quartile compared to over three-fourths of those in the highest quartile were living with both parents. About one tenth grader in ten in the highest socio-economic quartile was living only with his or her mother as compared with one-fourth of those in the lowest quartile. The ranges for the other family types were as follows: father and stepmother (2% highest SES quartile to 4% next to highest); father only (3% next to highest to 4% lowest SES quartile), other than a parent (1% highest to 3% lowest SES quartile).

Family type showed a difference related to the sex of student with boys more likely to live with their father, whether it be with father and stepmother or only with their father. More girls than boys lived with someone other than their parents. The percentages of boys and girls were about the same among those living with both parents and those living with their mother, whether alone or with mother and a stepfather.

Region showed a substantial difference related to the percent living with both parents. The range was from 59% of tenth graders in the South to 71% of those in the Northeast living with both parents. The ranges for the other family types were as follows: mother only (14% North Central to 19% South); father and stepmother (2% Northeast to 4% West); father only (2% Northeast and North Central to 4% South), other than a parent (1% Northeast to 2% other three regions).

The largest differences related to urbanicity were 7 percentage points in relation to those living with both parents. The range was from 61% of the urban tenth graders to 68% of rural tenth graders living with both parents. The range in percent living only with their mother was from 12% of rural to 21% of urban tenth graders. The ranges for the other family types were as follows: father and stepmother (3% all areas); father only (2% urban to 4% rural); other than a parent (1% urban to 2% rural).

For about a third of those living with their father but not with their birth or adoptive mother were facing adjustment to a relatively new marital situation on the part of their parents. In response questions about potentially disruptive events which will be presented in the next section, over a third of those living with their father and a stepmother said that a parent had married during the last two years. Almost as many, 30%, living only with their father said that their parents had been divorced or had separated during the past two years.

Percentage Point Difference of 10 Percentage Points or More
Family Type

Both parents	PPD
African Americans 35% to Asian Americans 80%	45
Lowest SES quartile 51% to highest SES quartile 77%	26
South, 59% to Northeast, 71%	12
Mother and stepfather	
Asian American 5% to African American 16%	11
Father and stepmother	
Girls 37%; boys 63%	26
Mother only	
Asian American 9% to African American 37%	28
Highest SES quartile 9% to lowest SES quartile 25%	16
Father only	
Girls 43%; boys 57%	14
Other family	
Boys 44%; girls 56%	12

Discussion:
With, on the average, almost two out of every five tenth graders living in a family type other than with both natural or adoptive parents, those working with youth of this age must be sensitive to and acceptant of diverse patterns. The tenth grade data indicates a traditional picture of children most often going with the mother when the two birth or adoptive parents split up. However, recent (1994) news releases indicate that the percent of children going with their father with or without a stepmother is increasing.

A second point to be considered by those who are working with this age group is the time distance from the point in which a new family type occurred. Tenth graders who have been living with one parent either alone or with a stepparent for several years have had more time to adjust to that situation than has the tenth grader who is facing a new situation either because of divorce, remarriage of a parent, death of a parent. Family study experts indicate that disruption in a family pattern causes some degree of stress and readjustment regardless of the age of the child. It is probable, though, that disruption occurring when a child is in the teen years and more perceptive of what is happening in the adult world may cause a different kind of stress for teens than does a disruption when the child is a toddler or small child.

Self and Family

The NELS tenth grade survey included questions about potentially disruptive events, the extent to which parents monitored activities, how much attention they paid to their tenth graders' activities, who made decisions, and parents' participation in school. When all six variables were considered, the percent of comparisons per variable yielding substantial differences was moderate. The percentages ranged from 10% to 37%. However, ranges related to family type were much higher. The lowest percentage of substantial differences, 35%, appeared for disruptive events. The highest, 75%, appeared for the extent of monitoring.

POTENTIALLY DISRUPTIVE EVENTS

Many, over six out of ten tenth graders, had experienced at least one of 19 potentially traumatic or disruptive events during the past two years. Death or illness of a family member, moving into a new home, mother going to work, and changing marital status of parents were the only single events that more than 10% said they had experienced in the previous two years.

Whether or not tenth graders experienced potentially disruptive events did not seem to differ very much in relation to the six variables examined. Only one in ten, 10%, of all of the comparisons yielded differences in ranges of 10 or more percentage points. The percent of the 120 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 35%; ethnicity, 20%; and socio-economic status, 5%. None of the differences were as great as ten percentage points when disruptive events were examined in relation to sex of student, region, and urbanicity. This question was not asked of the eighth graders.

None – **Only 38% said that during the previous two years they had experienced none of a list of 19 events which might be traumatic.**

Substantial differences in ranges occurred related to family type, socio-economic status, and ethnicity. Tenth graders who lived with both parents, were from families in the highest socio-economic status quartile, or were Asian American were least likely to have experienced such events during the two-year time period. But even with these groups, over half had experienced one or more of the events. Those youngsters who only lived with their father were the most likely to have experienced at least one of the events, 80%.

Percentage Point Difference of 10 Percentage Points or More
One or More Potentially Disruptive Events Occurred

	PPD
Both parents 54% to father only 80%	26
Highest SES quartile 56% to lowest SES quartile 69%	13
Asian American 57% to African American 68%	11
Stayers 55% to joiners 68%	13

Most Frequent – **Over a fourth of the tenth graders had had a close relative die during the previous two years. One in five had experienced moving to a new home. Almost as many, 15%, indicated that their mother had started work. One in ten indicated that a family member had become seriously ill or disabled.**

The other 15 events were indicated by fewer than 10 percent. They were as follows: parents got divorced, 8%; one parent got married, 6%; father lost his job, 6%; mother lost her job, 5%; unmarried sister became pregnant, 5%; sibling dropped out of school, 4%; father started work 4%; tenth grader became seriously ill, 3%; father died, 1%; mother died, 1%; family went on welfare, 1%; family went off welfare, 1%; stayed on welfare, 2%; family was homeless, .5%. The 19 events are clustered in the following presentation.

Death – **A very small percent had lost a parent (father 1%, mother < 1%) during the previos two years. However, over a fourth, 29%, had had a close relative die.**

There were no substantial differences in the death of a parent when the responses were examined using the study's variables; however, ethnicity and family type showed substantial differences in the death of a close relative. African-American tenth graders were almost three times as likely to have experienced such a death as were Asian-American youngsters. Over a third of the African-American youngsters said that a close relative had died during the past two years.

Percentage Point Difference of 10 Percentage Points or More
Close Relative Died

	PPD
Asian American 13% to African American 36%	23

Illness – **Three percent of the respondents had become seriously sick or disabled during the year, but 11% had had someone in their family become seriously sick or disabled.**

There were no substantial differences in ranges for the seven variables in relation to the tenth graders' illnesses. However, almost one in five of those living with someone other than their parents had experienced a family member becoming seriously ill or disabled.

Percentage Point Difference of 10 Percentage Points or More
Family Member Became Seriously Ill or Disabled

	PPD
Father only 8% to other family 19%	11

Divorce or Marriage – **More than one youngster in twenty had experienced a change in their parent's marriage during the previous two years. Slightly more, 8%, said that their parents had divorced than said that one or more parents had married, 6%.**

Eight percent said their parents had been divorced; 6% said a parent had married. None of the variables yielded substantial differences in the percent indicating parents divorcing during the past two years. However, family type showed a substantial difference related to a parent getting married. Over a third of those living with their father and a stepmother said that one of their parents had gotten married during that period of time. Almost a third of the tenth graders living with their father only said that their parents had been divorced or separated in the year before the survey.

Percentage Point Difference of 10 Percentage Points or More
Parents Became Divorced or One Married

	PPD
Married	
Both parents 1% to father/stepmother 36%	35
Divorced or separated	
Both parents 1% to father only 30%	29

Moving – **One in five indicated that their family had moved to a new home during the two years. Only one percent indicated that they had become homeless for a period of time.**

The study variables did not show substantial differences related to homelessness. For example, there was only a one percentage point difference between the highest and lowest socio-economic quartiles which raises a question of whether youth interpreted this question differently or were willing to admit to being homeless.

Moving to a new home showed differences related to ethnicity and family type. Those living with someone other than either parent were more than three times as likely to have moved than were those living with both parents. Native Americans were least likely and Asian Americans were most likely to have experienced a move.

Percentage Point Difference of 10 Percentage Points or More
Family Moved to a New Home

	PPD
Both parents 14% to other family 39%	25
Native American 14% to Asian American 25%	11
Stayers 13% to joiners 25%	12

Parent's Employment – **The most frequent change in parent's employment was that the mother had started work, 15% (fathers, 4%). About one in twenty had experienced one of their parents losing a job during the previous two years (mother 5%; father 6%).**

The only substantial differences related to the study variables appeared related to the mother losing her job and family type. Those living with their father only were most apt to say that their mothers had lost their jobs.

Percentage Point Difference of 10 Percentage Points or More
Employment

	PPD
Mother lost her job	
Both parents 3% to father only 14%	11

Sibling Problems – **About one tenth grader in twenty, indicated that a sister became pregnant, 5%, and/or sister or brother dropped out of school, 4%.**

None of the variables showed substantial differences in the percent saying a sibling dropped out of school. Ethnicity and family type showed a difference related to a sister becoming pregnant.

Percentage Point Difference of 10 Percentage Points or More
Sister Became Pregnant

	PPD
Both parents 3% to father only 16%	13
Asian American 2% to African American 13%	11

Welfare – **Apparently severe economic changes which meant a different relationship with welfare either were not experienced by the tenth graders or they chose not to indicate them. Only 1% indicated that their family went on welfare; 1% indicated that their family went off welfare; and 2% said that the family stayed on welfare.**

None of the variables showed substantial difference related to the three welfare items. Surprisingly, the ranges across socio-economic status quartiles were only from two to four percentage points.

Discussion:

These findings bring home to the reader the extent to which teens who are still in the process of finding themselves and developing their own personalities have to deal with "heavy" stuff. The events include those such as death or serious illness of people close to them, adjustment to new family situations, and either divorce or remarriage of parent. Often there is worry and tension before the event occurs as well as the adjustment that needs to be made after the event. Such situations are difficult enough for mature adults. Those close to teens going through these situations need to be especially alert and helpful. Teenagers' indications of need for emotional support during trying times may be more difficult to discern than they are for younger children, yet the need is often there.

It is also of note that welfare seemed not to be a factor for many tenth graders. At the most 2% or 3% said their families had been on welfare at some time during the previous two years. One wonders whether the youngsters did not understand what was included in the term, did not know, or did not want to admit their situation. Another possibility is that welfare families were likely to be off welfare by the time the oldest youngsters were in high school. It is noted in particular that there were very small differences in how socio-economic subgroups and ethnic subgroups responded to this question. Certainly the amount of press attention given to welfare families would make the percentage seem higher than these data indicate.

It is encouraging that such a small percentage had been in a home where a sibling had had a problem, either dropping out of school or a sister becoming pregnant. It is to be noted that the small percentage indicating a sibling dropping out of school remained fairly similar across all variables. Ethnicity and family type showed differences related to pregnancy, but the percentage for the highest group was only 13%. Again, this is somewhat smaller than some press accounts would lead one to believe.

FAMILY RELATIONSHIPS

It was clear that there is considerable diversity in how tenth graders saw relationships with their families. Most tenth graders showed strong positive relationships with their parents and other members of the family. However, about a fourth thought their parents did not understand them, a fifth thought they did not adequately understand their parents' reasons, and one in ten did not think their parents trusted them or treated them fairly. About one in ten said there parents solved most of their problems for them. About one in ten thought they were not a source of pride for their parents and one in five thought that they sometimes made their parents unhappy or disappointed them.

Somewhat less than one in ten said they did not like their parents very much and somewhat more than one in ten said they did not get along well with their parents. About one in four said they could not get along with a step or foster parent. Over one in ten said that their parents did not get along with each other. About one in ten said they could not get along with a sibling. However, almost two-thirds said they got along well with all the people in their household.

Overall, less than one in five of the comparisons, 17%, yielded substantial differences. The percent of the 28 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 54%; ethnicity, 25%; socio-economic status, 21%; and region, 4% None of the differences were as great as ten percentage points when family relations were examined in relation to sex of student and urbanicity. These questions were not included in the eighth grade survey.

Relationship with Parents

It was clear that there is considerable diversity regarding questions that probed the extent to which tenth graders and their parents understood each other.

Parents understand me – **Almost three-fifths thought their parents understood them. However, about one-fourth of the tenth graders thought their parents usually did not understand them.**

The percentage responses to the statement, "My parents understand me," were as follows: 8%, false; 6%, mostly false; 10%, more false than true; 17%, more true than false; 25%, mostly true; and 33%, true. The only substantial difference appeared in relation to family type and saying the question was true or mostly true. Somewhat more than two in five of those living with someone other than either parent as compared with three in five of those living with both parents said the statement was true for them. Even though those living in some arrangement other than with both parents had lower percentages saying that their parents understood them, it is to be noted that only three out of five of those living with both parents felt that this statement was true.

Percentage Point Difference of 10 Percentage Points or More
Parents Understand Me

True or Mostly True	PPD
Other family 44% to both parents 60%	16

Understand Why – **About one in five felt they did not adequately understand their parents' reasons. On the other hand, about half said this usually was not the case in their family.**

The percentage of responses to the statement, "I often do not know why I am supposed to do what my parents tell me to do," were as follows: 28%, false; 21%, mostly false; 18%, more false than true; 15%, more true than false; 11%, mostly true; and 8%, true. Substantial differences appeared for both the percent saying true or mostly true and the percent saying false or mostly false in relation to family type and ethnicity. Native-American tenth graders showed the highest percentages not understanding why they were supposed to obey their parents. Those living with someone other than their family were most likely to feel they understood.

Percentage Point Difference of 10 Percentage Points or More
Understand Reasons

False or Mostly False	PPD
Father/stepmother 37% to other family 58%	21
Asian American, Native American 43% to African American 53%	10
True or Mostly True	
Other family 12% to father only 28%	16
Euopean American 17% to Native American 31%	14
Stayers 15% to joiners 25%	10

Other Relationships

Over half felt trusted, treated fairly, and not dependent upon parents to solve their problems. Responses seemed to be affected by specific situations rather than the broader context variables.

Parents' Trust – **One in ten tenth graders did not feel that their parents trusted them. Almost two-thirds were very sure of their parents' trust. The remainder varied in their surety.**

The percentage responses to the statement, "My parents trust me to do what they expect without checking on me," were as follows: 6%, false; 5%, mostly false; 9%, more false than true; 18%, more true than false; 30%, mostly true; and 32%, true. Only one substantial difference appeared when the variables were examined. Family type showed a substantial difference in the percent saying true or mostly true. Those living with their father and a stepmother showed the lowest percentages that their parents trusted them. Those living with their father only showed the highest percentages.

Percentage Point Difference of 10 Percentage Points or More
Trust

True or Mostly True	PPD
Father/stepmother 47% to father only 66%	19

Fair treatment – **About one in ten tenth graders did not think that their parents treated them fairly. Two in five thought their parents definitely treated them fairly.**

The percentage of responses to the statement, "My parents treat me fairly," were as follows: 3%, false; 2%, mostly false; 7%, more false than true; 18%, more true than false; 30%, mostly true; and 40%, true. There was a substantial difference in response related to family type and socio-economic status. Only slightly more than half of those living with their father and a stepmother said this statement was true or mostly true as compared with almost three-fourths of those living with both parents.

Percentage Point Difference of 10 Percentage Points or More
Parents Treat Me Fairly

True or Mostly True	PPD
Father/stepmother 53% to both parents 73%	20
Lowest SES quartile 66% to highest SES quartile 76%	10

Problem Solving – **About one tenth grader in ten said they often counted on their parents to solve their problems. Over half said that they did not.**

The percentage of responses to the statement, "I often count on my parent(s) to solve many of my problems for me," were as follows: 31%, false; 25%, mostly false; 21%, more false than true; 13%, more true than false; 6%, mostly true; and 5%, true. There was a substantial difference in the percent saying false or mostly false related to family type and in the percent saying true or mostly true related to ethnicity. The range in false responses involved stepparents. Those living with a stepmother were least likely and those living with a stepfather were most likely to say this statement was false. Euopean Americans were least likely and Native Americans were most likely to say this was true.

Percentage Point Difference of 10 Percentage Points or More
Parents Solve Problems

False or Mostly False	PPD
Father/stepmother 49% to mother/stepfather 60%	11
True or Mostly True	
Euopean American 9% to Native American 24%	15

Parents' Pride In The Tenth Grader

Two-thirds thought they would definitely bring pride to their parents and two-thirds did not feel that their parents were disappointed or unhappy with what they did.

Parents' Pride – **Almost one in ten felt that they would not be a source of pride for their parents in the future. About two-thirds thought they definitely would bring pride to their parents.**

The percentage responses to the statement, "I think that I will be a source of pride to my parent(s) in the future," were as follows: 5%, false; 3%, mostly false; 6%, more false than true; 19%, more true than false; 29%, mostly true; and 38%, true. There were substantial differences in the percent saying true or mostly true related to family type and socio-economic status. Those living with their father and a stepmother were least likely and those living with both parents were most likely to say this statement was true. Those from the lowest socio-economic status quartile were somewhat less likely to have this expectation for their future.

Percentage Point Difference of 10 Percentage Points or More
Source of Pride For Parents

True or Mostly True	PPD
Father/stepmother 56% to both parents 68%	12
Lowest SES quartile 61% to highest SES quartile 73%	12

Unhappy parents – **One in five tenth graders felt that their parents were unhappy with them or disappointed at least some of the time. Two in five thought the statement definitely false as it applied to them.**

The percentage responses to the statement, "My parents are usually unhappy or disappointed with what I do," were as follows: 41%, false; 24%, mostly false; 16%, more false than true; 10%, more true than false; 5%, mostly true; and 5%, true. None of the variables showed substantial differences in the parent saying the statement was true. Sex of student, ethnicity and family type showed substantial differences in relation to the percent saying the statement was false. Boys, Native Americans and those living with their father and a stepmother were least likely to say the statement was false.

Percentage Point Difference of 10 Percentage Points or More
Parents Are Usually Unhappy or Disappointed

False or Mostly False	PPD
Boys 41%; girls 68%	27
Native American 55% to European American 77%	22
Father/stepmother 49% to both parents 68%	19
Joiners 53% to leavers 68%	15

Emotional Reactions To Parents

The majority of tenth graders liked their parents and felt they got along well with them. Tenth graders seem aware when parents don't get along.

Dislike Parents – Although the majority of the tenth graders liked their parents, 7% agreed with the statement that they did not like their parents very much. Over three-fifths said the statement was false.

The percentage of responses to the statement, "I do not like my parents very much," were as follows: 61%, false; 17%, mostly false; 8%, more false than true; 7%, more true than false; 4%, mostly true; and 3%, true. Substantial differences appeared related to family type for both those saying the statement was false or true. Those living with both parents were somewhat more likely to like their parents than were others. Those living with their father and a stepmother were least likely to answer false as to whether or not they disliked their parents.

Percentage Point Difference of 10 Percentage Points or More
Do Not Like My Parents

False or Mostly False	PPD
Father/stepmother 66% to both parents 80%	14
Joiners 62% to leavers 80%	18
True or Mostly True	
Stayers 6% to joiners 16%	10

Get Along With Parents – Most tenth graders, 85%, thought they got along well with their parents. However, only 40% indicated that they felt the statement was completely true.

The percentage of responses to the statement, "I get along well with my parents," were as follows: 3%, false; 3%, mostly false; 9%, more false than true; 17%, more true than false; 28%, mostly true; and 40%, true. The only difference that appeared related to a variable was that related to family type. The tenth graders who lived with their father and a stepmother, and those living with someone other than a parent were least likely to think they got along well with their parents.

Percentage Point Difference of 10 Percentage Points or More
Get Along Well With Parents

	PPD
True or Mostly True	
Father/stepmother, other family 55% to both parents 72%	17

With A Parent – About one in ten tenth graders said that they couldn't get along with one birth parent. About a fourth of those living with one birth parent and another parent said that they could not get along with the step or foster parent.

In a different question, the tenth graders were asked to check any family member with whom they did not get along. The percentages saying they couldn't get along with a parent were as follows: father, 12%; step- or foster father, 5%; mother, 12%; step- or foster mother 2%. Among those living with their mother and a stepfather, 27% said they not get along with the step- or foster father. Among those living with their father and a stepmother, 34% said they could not get along with their step- or foster mother. Among those living with someone other than either parent, the percent of those who said the did not get alone with a parent (natural, step- or foster) were as follows: father, 14%; step- or foster father, 12%; mother, 27%; step- or foster mother, 10%. None of the variables other than family type showed substantial differences in being able to get along with a parent (either birth or other).

Parents Get Along – **Over one in ten said that their parents did not get along well together. At the other extreme, about two thirds thought their parents did get along well.**

The percentage responses to the statement, "My parents get along well with each other," were as follows: 10%, false; 4%, mostly false; 7%, more false than true; 14%, more true than false; 23%, mostly true; and 42%, true. Substantial differences appeared related to family type for True/Mostly True and False/Mostly False and for socio-economic status and ethnicity related to the percent saying True or Mostly True. Seventy-seven percent of those living with both of their original parents said that those parents got along well together. Some tenth graders who lived with only one parent said their parents got along well and the statement was mostly true (living with mother, 29%; living with father 30%). More of those who only lived with their father said this statement was false, 50%, as compared with those who only lived with their mother, 40%. Asian-American tenth graders were most likely to think their parents got along well together and African-American tenth graders were least likely to think so. Across socio-economic quartiles, the range in percent saying the statement was true was from 58% of the lowest to 74% of the highest.

Percentage Point Difference of 10 Percentage Points or More
Parents Get Along Well

False or Mostly False	PPD
Both parents 5% to father only 50%	45
True or Mostly True	
Father only 29% to both parents 77%	48
Lowest SES quartile 58% to highest SES quartile 74%	16
African American 58% to Asian American 68%	10
Joiners 56% to stayers 70%	14

Model for Future – **Over a fourth definitely did not think that their family would be similar to the one they shared with their parent(s). About two-fifths expected their future family to be similar.**

The percentage of responses to the statement, "When I grow up and have a family, it will be similar to my own," were as follows: 20%, false; 7%, mostly false; 12%, more false than true; 15%, more true than false; 21%, mostly true; and 22%, true. There was a substantial difference in both sets of responses related to family type and to socio-economic status. Those living with their father and a stepmother and those in the higher socio-economic status were least likely to feel their family would be similar to that of their parents. Those living with both parents and those from the highest socio-economic status were most likely to think their family would be similar to that maintained by their parent(s).

Percentage Point Difference of 10 Percentage Points or More
Hope For Similar Family

False or Mostly False	PPD
Father/stepmother 28% to other family 57%	29
Highest SES quartile 43% to lowest SES quartile 57%	14
True or Mostly True	
Father only 18% to both parents 53%	35
Lowest SES quartile 20% to highest SES quartile 34%	14
Joiners 36% to nevers 52%	16

Getting Along With Other Family Members

For the most part, tenth graders felt they got on well with siblings. Most said they got along with grandparents or other relatives who lived with them.

With A Sibling – About one in ten tenth graders (brothers, 10%; sisters, 11%) said that they didn't get along with one or more siblings (including step- or half brothers or sisters.)

Neither family type or any of the other variables yielded substantial differences in ranges across subgroups.

With Other Family Members – A very few, 2%, said they could not get along with their grandparents, and a few more, 6%, said they could not get along with other relatives.

There were no substantial differences related to any of the variables and getting along with a grandparent. Substantial differences appeared in the ethnicity subgroups in relation to getting along with other relatives.

Percentage Point Difference of 10 Percentage Points or More
Getting Along with Relatives Other than Parents, Siblings, and Grandparents

	PPD
Euopean American 5% to Native American 15%	10

With Whole Family – Almost two-thirds, 63%, said they got along with all the people in their family.

There was a substantial difference in the range when responses were examined by family type. The lowest percentage saying they got along with their whole family was 46%, found for those who lived with someone other than a parent. The highest was 69% of those who lived with both parents. Substantial differences also appeared related to ethnicity and socio-economic status. Native Americans, 49%, were least likely and Asian Americans, 66%, were most likely to say they got along with everyone in their family. Those from the lowest socio-economic status quartile were least likely and those from the highest quartile were most likely to say they got along with everyone in their family.

Percentage Point Difference of 10 Percentage Points or More
Get Along With Whole Family

	PPD
Other family 46% to both parents 69%	23
Native American 49% to Asian American 66%	17
Lowest SES quartile 58% to highest SES quartile 70%	12

Discussion:
It was clear that there is considerable diversity in the extent to which tenth graders and their parents understood each other. Responses seemed to be affected by specific situations rather than the broader context variables. It is this diversity built upon differences in interpersonal relations within families which makes it difficult for outsiders to know when a youngster is having difficulty with his or her parents, and how these difficulties may be affecting school or leisure activities.

Literature about families often indicates tensions between a maturing teen and parents are likely to occur. It is reassuring to see the high percentage of tenth graders who did not see such tensions as serious enough to indicate that they disliked a birth (or adoptive) parent or could not get along with a parent. However, the fact that the majority of families can take such tensions in their stride may make it all the more difficult for the youngster who has a major problem in relating to one or both parents (birth, adoptive, step, or foster). While youngsters living with a father and stepmother were most likely to express difficulty it was reported by some teens from all backgrounds and family types. Those working with youth and their families may want to offer classes, coping strategies, etc. for teens, parents, stepparents, and new families.

It is also of concern that about one third of the tenth graders were somewhat unsure that their parents were comfortable with how they were developing. Some thought their parents were disappointed and others thought that their parents did not feel proud of them. These kind of responses could reflect parents actual feelings or could reflect insecurity on the teens part. However, they were also likely to indicate problems in that parents may not have communicated positive feelings or may have used, "I'm disappointed in you!", so frequently the teen cannot see the love and pride that may be there.

PARENTAL MONITORING

There was considerable variation in the extent to which tenth graders said their parents monitored their activities. Parents were most likely to require the tenth grader to help around the home and least likely to limit the amount of time spent watching television or playing video games. Many of these questions were also asked in the eighth grade survey and showed somewhat lower percentages of parents monitoring in the tenth grade than in the eighth grade.

Overall – **There was considerable variation in the extent to which tenth graders said their parents monitored their activities. Parents were most likely to require the tenth grader to help around the home and least likely to limit the amount of time spent watching television or playing video games.**

The percent of tenth graders saying their parents often carried out selected monitoring activities were as follows: require you to do work around home, 50%; limit time with friends, 33%; check that homework is done, 26%; give privileges for good grades, 22%; limit privileges for poor grades, 20%; limit time with TV or video games, 10%; and help with homework, 9%.

The percent of tenth graders saying their parents never carried out selected monitoring activities were as follows: limit time with TV or video games, 42%; limit privileges for poor grades, 28%; help with homework, 20%; check that homework is done, 18%; give privileges for good grades, 18%; limit time with friends, 15%; and require you to do work around home, 5%.

Some parents appeared to have reduced the amount of monitoring they did of tenth graders as compared with eighth graders. In the eighth grade survey the percents saying often were as follows: required work around the home, 67%; often check that homework is done, 45%; limit amount of time spent with friends, 42%; often restrict time spent watching television, 14%; help with homework almost every day, 10%. The percent of eighth graders saying their parents never carried out selected monitoring activities were as follows: limit time with TV, 37%; help with homework, 10%; check that homework is done, 26%; limit time with friends, 11%; and require you to do work around home, 3%.

Homework

There was considerable variation in the extent to which parents were involved with homework. It would appear that fewer parents of tenth graders paid frequent attention to homework than had been the case for eighth graders.

Homework Done – **About three out of five said that their parents checked at least sometimes to see if their homework was done. About one in five said that they never checked.**

The frequency with which parents checked whether their homework was done was as follows: 29% often; 31% sometimes; 26% rarely; 18% never. Substantial differences appeared related to family type and often and never. Those living with their father only were least likely and those living with both parents were most likely to say their parents checked on their homework. Socio-economic status also showed a substantial difference in range for never with almost a fourth of those in the lowest socio-economic quartile saying that their parents never checked to see if their homework was done.

Percentage Point Difference of 10 Percentage Points or More
Check that Homework Is Done

Often	PPD
Father only 15% to both parents 28%	13
Never	
Both parents 15% to father only 28%	13
Highest SES quartile 13% to lowest SES quartile 23%	10

The eighth grade survey found that less than half, 45%, of the eighth graders said that their parents often checked whether their homework was done. Over a fourth, 16%, said their parents rarely or never checked that they had completed their homework. None of the variables showed substantial differences in eighth graders response to this item.

Help With Homework – **About half of the parents helped with homework at least sometimes. Over half rarely or never helped.**

The frequency with which parents helped with homework was as follows: 9% often; 39% sometimes; 32% rarely; 20% never. Ethnicity showed a difference related to often, and socio-economic status and family type showed a difference related to never. Asian-American youngsters were least likely to say that their parents often helped with homework. Almost a third of the parents in the lowest socio-economic status never helped with homework. (Notice, however that over two-thirds did try to help). Those who lived with their father only were most likely to say their father never helped with homework.

Percentage Point Difference of 10 Percentage Points or More
Help With Homework

Often	PPD
Asian American 6% to Native American 18%	12
Never	
Highest SES quartile 13% to lowest SES quartile 30%	17
Father/stepmother 15% to father only 31%	16

In the eighth grade survey, slightly less than three-fourths of the parents, 70%, said that they helped their eighth graders with homework at least once or twice a month. About 10% said they helped with homework almost every day; 32%, once or twice a week, and 28% once or twice a month. Ethnicity, socio-economic status and family type also showed about the same amount of difference in the eighth grade responses.

Privileges and Grades

Over half of the parents of tenth graders tried to use rewards and punishment to motivate their children to work for good grades.

Reward Good Grades – **Three-fifths said they received special privileges if they earned good grades. About one in five said their parents never rewarded grades with special privileges.**

The frequency with which parents gave privileges for good grades was as follows: 22% often; 39% sometimes; 22% rarely; 18% never. A substantial difference related to often appeared for ethnicity. Euopean Americans were slightly less likely to reward grades with special privileges (19% to 33% for the whole sample). Family type showed a substantial difference related to never. Those who lived with their father only indicated the highest percentage saying the parent did not reward good grades.

Percentage Point Difference of 10 Percentage Points or More
Reward Good Grades

	PPD
Often	
Euopean American 19% to Native American 33%	14
Never	
Both parents 16% to father only 26%	10
Joiners 10% to leavers 21%	11

Limit for Poor Grades – **About half of the tenth graders said that at least sometimes their parents limited privileges when they showed poor grades. A fourth said this never occurred.**

The frequency with which parents limited privileges when grades were poor was as follows: 20% often; 28% sometimes; 24% rarely; 28% never. Ethnicity showed a substantial difference in range across groups for both often and never. African-American parents were most likely to use this strategy. However, even here there was considerable variation with a fourth of the African-American tenth graders saying their parents often used this strategy; a fifth saying their parents never used it. Fathers who had remarried were most likely to use this strategy.

Percentage Point Difference of 10 Percentage Points or More
Limit Privileges if Poor Grades

	PPD
Often	
Father only 11% to father/stepmother 26%	15
Asian American 16% to African American 28%	12
Never	
Father/stepmother 14% to other family 37%	23
African American 20% to Native American 38%	18
Joiners 22% to stayers 33%	11

Other Monitoring

Four other areas, home chores, watching television, time with friends, and curfew, were examined and also showed differences among families.

Chores – **Most tenth graders, 82%, said their parents required them to help around their home. Only 5% said they were never expected to help.**

The frequency with which parents required tenth graders to help around home was as follows: 50% often; 32% sometimes; 12% rarely; 5% never. Substantial differences appeared in the difference between boys and girls, ethnicity, and family type. The highest percent saying they were often expected to help at home was 60% for African-American tenth graders. The lowest percent was 43% of tenth graders of Asian-American heritage. Girls, 56%, were more often expected to often help than were boys, 44%. Those living with their father only were least likely and those living with their mother and a stepfather were most likely to be required to help around the home.

Percentage Point Difference of 10 Percentage Points or More
Required to Help Around Home

Often	PPD
Father only 40% to mother/stepfather 58%	18
Asian American 43% to African American 60%	17
Boys 44%; girls 56%	12
Joiners 47% to stayers 59%	12

In the eighth grade survey, two-thirds said their parents often required that they do chores. Ten percent said their parents rarely or never expected them to do chores and the remainder, 23%, said sometimes. Ethnicity and family type showed substantial differences in eighth grade responses. The ethnic subgroups and the family types showing the highest and lowest percentages were the same as in the tenth grade.

Limit TV & Video – Only about a third of the tenth graders said that their parents limited the amount of time they could spend watching television or playing video games. Over two-fifths said their parents never limited these activities.

The frequency with which parents limited the amount of time tenth graders could spend watching television or playing video games was as follows: 10% often; 21% sometimes; 27% rarely; 42% never. Differences related to ethnicity appeared both for often and never with the difference across the range being greater for never. Asian-American parents were most likely to place limits in this area. However, more Asian-American tenth graders said their parents never placed restrictions than said their parents often placed such restrictions. Socio-economic status also showed a substantial difference with parents in the lowest socio-economic quartile being less likely to limit video time. Tenth graders who lived only with their father were most likely to say their parent(s) never limited weekly TV or video.

Percentage Point Difference of 10 Percentage Points or More
Limited Time with Television or Video Games

	PPD
Often	
Native American 6% to Asian American 17%	11
Never	
Asian American 28% to African American 48%	20
Highest SES quartile 34% to lowest SES quartile 50%	16
Both parents 39% to father only 54%	15

Almost two-thirds, 63%, of the eighth graders said that their parents rarely or never restricted the amount of time spent watching television. Only 14% said that their parents often placed restrictions on television watching. Ethnicity, socio-economic status and family type showed differences of ten or more percentage points. Family type and socio-economic status showed the same subgroups at the extremes in the ranges in the percent saying their parents never limited the time they spent watching TV as were found in the tenth grade.

Limit Time With Friends – Two-thirds of the tenth graders said that at least sometimes their parents tried to limit the amount of time they spent with their friends on school nights. Somewhat fewer than one in five said that their parents never tried to do so.

The frequency with which parents limited the amount of time tenth graders could spend with their friends was as follows: 33% often; 33% sometimes; 19% rarely; 15% never. Family type showed a difference in the percent who said often or never. Those living with their father only were least likely and those living with their father and stepmother were most likely to have said their time with friends was limited. Ethnicity showed a substantial difference across ranges related to often trying to place such limits. African-American parents were most likely to try to limit times with friends with over a third of the tenth graders saying their parents often placed this restriction.

Percentage Point Difference of 10 Percentage Points or More
Limit Time With Friends

Often	PPD
Father only 20% to father/stepmother 41%	21
Native American 18% to African American 37%	19
Never	
Father/stepmother 12% to father only 27%	15

Somewhat more parents had limited eighth graders' time with friends. In the eighth grade survey, less than half, 42%, said their parents often limited the amount of time they spent going out with friends. Over a fourth, 27%, said their parents rarely or never placed such limits on them. None of the variables showed differences of 10 or more percentage points in the eighth grade study.

School Night Curfew – **There was considerable variation in the hour that tenth graders were expected to be home on a school night. About two thirds were expected to be in at least by 10:00.**

A few, 7%, were not allowed to leave home on a school night. About the same percent, 6%, could stay out as late as they wanted. The earlier times were as follows: no later than 8:00, 8%; no later than 9:00, 19%; no later than 10:00, 37%. The percent indicating later times were as follows: no later than 11:00, 17%; no later than 12:00, 6%.

The only time period that showed substantial differences was the 10 o'clock time where differences appeared related to ethnicity and socio-economic status. Forty percent of European American parents expected their tenth graders to be home by 10 o'clock on school nights. Parents in the highest socio-economic status quartile were somewhat more likely to expect their tenth graders home by that time than were parents in the lowest quartile. This question was not asked of the eighth graders.

Percentage Point Difference of 10 Percentage Points or More
Time Tenth Grader Must Be in on a School Night

Not allowed out	PPD
Father only 3% to other family 13%	10
No later than 10:00	
Asian American 17% to European American 40%	23
Lowest SES quartile 31% to highest SES quartile 41%	10

Discussion:
Even though the tenth graders had reached their middle teens, many parents kept a monitoring structure in place. The monitoring structure appeared to be less stringent for the tenth graders as compared to when they were eighth graders. It is likely that maintaining a comfortable monitoring process is not easy for either parents or teens because teens seek adult status and believe that they are mature enough to handle their own affairs. Yet working out comfortable monitoring arrangements remains important for teens through their high school years. Parenting programs for parents of teens and programs on family relationships addressed to teens may help families make these adjustments.

Some of the differences related to characteristics raise questions and to some extent, raise concerns. The finding that fewer parents from the lowest socio-economic quartile checked on or helped with homework may be due to the parent's own limited educational background. Some of the parents in this group might appreciate some review sessions for parents. The finding of a 12 percentage point difference in the percent of boys and of girls required to help around the home may relate to traditional views of what is appropriate "men's work". However, perhaps more important is the fact that so many tenth grade boys and girls were not required to help around the home. Both might be better prepared to handle living on their own if they were to help within the family until they establish their own residences.

AMOUNT OF ATTENTION GIVEN BY PARENTS TO VARIOUS ACTIVITIES

Parents differed in the extent to which they tried to know about their tenth graders' activities. Parents appeared to be most concerned about the night activities of their tenth graders. Over half said their parents paid a lot of attention to where they were at night as compared with a third paying a lot of attention to where they were after school and only a fourth feeling their parents paid a lot of attention to what they did with other free time. Only somewhat more than a third of the tenth graders thought their parents tried a lot to find out who their friends were. Slightly over half of the tenth graders said that their parents knew the parents of some of their close friends. About three-fifths of the tenth graders felt their parents made at least some attempt to know how they spent their money.

About a fourth, 24%, of the comparisons overall yielded substantial differences. The percent of the 12 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 50%; family type, 42%; sex of student, 25%; socio-economic status, 17%; and urbanicity, 8%. None of the differences were as great as ten percentage points when region was examined. These questions were not asked in the eighth grade survey.

Amount of Attention – **Over half of the tenth graders said their parents paid a lot of attention to where they went at night. The fewest said their parents gave a lot of attention to knowing what the tenth grader did in his or her free time.**

The percentages of tenth graders who said their parents paid a lot of attention to various things were as follows: where you go at night, 55%; who your friends are, 36%; where you are after school, 35%; how you spend your money, 27%; what you do with free time, 24%

The percentages of tenth graders who said their parents paid no attention or just a little to various things were as follows: what you do with free time, 38%; how you spend your money, 37%; where you are after school, 34%; who your friends are, 24%; and where you go at night, 17%.

Most of the substantial differences related to variables appeared for parents giving a lot of attention to knowing. Only spending spare time showed a difference in the percent making no attempt to know. There were no substantial differences in the percent saying they didn't know how much attention their parents paid to knowing. Questions are being clustered in the presentation that follows.

Concerns with Time and Place

Parents appeared to be most concerned about the night activities of their tenth graders.

At Night -- **Most, about four out of five, tenth graders said their parents made at least some attempt to know where they went at night. A few, 6%, said their parents made no attempt to know.**

The percentage of responses about the extent to which tenth graders thought their parents tried to find out where the tenth graders went were as follows: not at all, 6%; just a little, 11%; some, 24%; a lot, 55%; and don't know, 3%. Substantial differences appeared related to ethnicity, sex of student, and family type. Native Americans were least likely and African Americans were most likely to say their parents paid a lot of attention to where they went at night. The percentage of girls who said their parents made a lot of effort to know again was higher than for boys. Those living with someone other than a parent were least likely to have attention paid to their whereabouts.

Percentage Point Difference of 10 Percentage Points or More
Know Where Tenth Grader Goes at Night

A Lot of Attention	PPD
Native American 43% to African American 65%	22
Boys 46% to girls 64%	18
Other family 42% to both parents, mother/stepfather 57%	15

Whereabouts After School -- **About three-fifths of the tenth graders thought their parents made at least some attempt to know where they were after school.**

The percentage of responses about the extent to which tenth graders thought their parents tried to find out where the tenth graders went after school were as follows: not at all, 17%; just a little, 17%; some, 27%; a lot, 35%; and don't know, 4%. Substantial differences appeared related to ethnicity and sex of students. African-American parents were more likely to pay a lot of attention than Asian-American parents and parents of girls were more likely to pay a lot of attention than were parents of boys.

Percentage Point Difference of 10 Percentage Points or More
Know Where Tenth Grader Is After School

A Lot of Attention	PPD
Asian American 24% to African American 44%	20
Boys 29%; girls 42%	13
Nevers 35% to new joiners 47%	12

About Free Time -- **About three-fifths of the tenth graders thought their parents made at least some attempt to know what they did with their free time.**

The percentage of responses about the extent to which tenth graders thought their parents tried to find out what the tenth graders did with their free time were as follows: not at all, 16%; just a little, 22%; some, 35%; a lot, 24%, and don't know, 4%. None of the variables showed substantial differences.

Friends

Only somewhat more than a third of the tenth graders thought their parents tried a lot to find out who their friends were. Slightly over half of the tenth graders said that their parents knew the parents of some of their close friends.

About Friends -- **Almost three-fourths of the tenth graders said their parents made some attempt to know their friends. However, somewhat less than two out of five said their parents made a great attempt to do so. Somewhat less than one in ten said their parents made no attempt to do so.**

The percentage of responses about the extent to which tenth graders thought their parents tried to find out about the tenth graders friends were as follows: not at all, 7%; just a little, 17%; some, 36%; a lot, 36%; and don't know, 4%. Substantial differences in the percent saying parents placed a lot of attention on knowing friends appeared related to sex of the student and ethnicity. More girls indicated that their parents paid a lot of attention to who their friends were than did boys. African Americans were most likely and Asian Americans were least likely to say their parents made a lot of attempts to know who their friends were. Those living with their father only were least likely and those living with both parents were most likely to say their parents did so.

Percentage Point Difference of 10 Percentage Points or More
Know Friends

A Lot of Attention	PPD
Boys 31%; girls 42%	11
Father only 27% to both parents 38%	11
Asian American 29% to African American 39%	10

Know Friends' Parents – **Slightly over half of the tenth graders said that their parents knew the parents of some of their close friends. Over a fourth said they knew many of them. About one in five said their parents didn't know any of the friends' parents.**

Substantial differences related to not knowing any of the parents of close friends appeared for ethnicity and family type. Hispanic Americans were most likely and European Americans were least likely not to know the parents of any of their tenth graders' close friends. Substantial differences related to knowing many of the parents of the tenth graders' friends appeared related to family type, ethnicity, urbanicity, and socio-economic quartile. Euopean Americans, rural youth, those from the highest socio-economic quartile, and those living with both parents were most likely to say that their parents knew the parents of their closest friends.

Percentage Point Difference of 10 Percentage Points or More
Know Friends' Parents

	PPD
Knew none of the parents	
Both parents 15% to other family 38%	23
Euopean American 16% to Hispanic American 27%	11
Knew many of the parents	
Native American 15% to European American 30%	15
Urban 24% to rural 38%	14
Lowest SES quartile 22% to highest SES quartile 34%	12
Other family 20% to both parents 31%	11
Nevers 28% to stayers 40%	12

Other

How money was spent was the other item in the series that asked about parent's efforts to find things out about their tenth graders.

About Spending Money – **About three-fifths of the tenth graders felt their parents made at least some attempt to know how they spent their money. Over one in ten felt that their parents did not pay any attention.**

The percentage responses to the extent to which tenth graders thought their parents tried to find out how the tenth graders spent their money were as follows: not at all, 14%; just a little, 23%; some, 33%; a lot, 27%; and don't know, 3%. A substantial difference in regard to no attention appeared related to socio-economic quartile, with over a fifth of the tenth graders from the lowest quartile saying their parents made no attempt to know how they spent their money. Ethnicity and family type showed a difference related to a lot. Youth of Native-American parentage showed higher percentages feeling their parents paid a lot of attention to how they spend their money. Those living with someone other than a parent were most likely to pay a lot of attention to how the tenth grader spent money.

Percentage Point Difference of 10 Percentage Points or More
Know How Tenth Grader Spends Money

	PPD
No Attention	
Highest SES quartile 10% to lowest SES quartile 22%	12
A Lot of Attention	
Mother/stepfather 22% to other family 37%	15
All others 14% to Native American 24%	10

Discussion:
There was considerable difference in tenth grader's awareness of whether or not their parents paid a good deal of attention to their social activities. As youngsters move into their late teens parents are challenged to determine how firm a structure they should impose and how aware they should make their teens of the fact that parents are interested in what teens do. Teens are challenged to use freedom wisely.

Keeping easy, natural communication flowing about each other's activities is one of the greatest challenges facing teens and parents. Even in families where good communication has occurred through the preteen and early teen years with youngsters sharing both what they plan to do and discussing some of the things that occur when they are with friends, this communication may at times dry up either because teens are asserting their independence or because parents become distracted and teens feel they should not intrude. Both need to work at finding time to share and discuss what is happening both in the teens' lives and in the parents' lives. Sometimes outside agencies and groups can help by providing opportunities for dialogue.

WHO MAKES DECISIONS

Relatively few tenth graders portrayed decision making in their family as being joint, although many chose the response that indicated that either they or their parent(s) made the decision after discussion. Either tenth graders are very much in control of their own decisions or they want to appear that way. Over 70% said they decided each of the following: being able to spend their money, being in school sports, and being in school activities. Over half of the tenth graders said they made the decision about whether to date without even discussing it with their parents. Almost two-thirds of the tenth graders said they made their own decisions about who their friends would be without discussion with their parents. However, less than 10% said they made the decision about how late to stay out without discussing it with their parents.

Somewhat more tenth graders decided on the classes they would take after discussion with their parents than decided on their own. They were more likely to discuss decisions about leaving school or going to college with their parents. Well over half of the tenth graders said that they discussed going to college with their parents. Over a third said they made their decision without consulting their parents. Somewhat less than one in ten said their parents made the decision for them. Tenth graders were more likely to discuss with their parents whether to start a job than they were to make the decision on their own.

Very few tenth graders saw their parents as arbitrarily making decisions for them without at least discussing the decision with the tenth grader. However, over a third said that their parent(s) alone made the decision about the age at which the tenth grader could leave school and how late they could stay out.

About a fourth, 23%, of the comparisons overall yielded substantial differences. The percent of the 30 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 53%; ethnicity, 40%; socio-economic status, 23%; region, 13%; and sex of student, 10%. None of the differences were as great as ten percentage points when urbanicity was examined.

Overview

Relatively few tenth graders portrayed decision making in their family as being joint, although many chose the response that indicated that either they or their parent(s) made the decision after discussion. Either tenth graders are very much in control of their own decisions or they want to appear that way.

Joint Decision – **Relatively few tenth graders portrayed decision making in their family as being joint. The range was from 8% saying that they and their parents jointly decided how the tenth grader would spend his or her own money to 28% saying that they and their parents jointly decided whether to go to college and how late to stay out.**

Percentages indicating that they jointly made other decisions were as follows: how late you can stay out, 28%; if you can have a job, 24%; classes you will take, 21%; age you can leave school, 18%; whether you can date, 17%; friends you spend time with, 11%; being in school sports, 9%; being in school activities, 9%; how you will spend your money, 8%

Tenth Grader's Decision – **Either the tenth graders were very much in control of their own decisions or they wanted to appear that way. The range in the percent saying they made their own decisions without discussing them with their parents was from 9% deciding how late to stay out to 70% saying they decided how to spend their money, being in school sports, and being in school activities.**

The other percentages where tenth grade indicated making the sole decision were as follows: friends you spend time with, 65%; whether you can date, 51%; classes you will take, 44%; going on to college, 39%; if you can have a job, 38%; and age you can leave school, 25%.

Parent(s)' Decsion – **Very few tenth graders saw their parents as arbitrarily making decisions for them without at least discussing the decision with them. However, over a third said that their parent(s) alone made the decision about the age at which the tenth grader could leave school and how late they could stay out. At the other extreme, only 2% said that their parent(s), without discussion, decided whether they could take part in school activities.**

The percentages of tenth graders who said their parents made decisions without consulting them were as follows: age you can leave school, 39%; how late you can stay out, 34%; whether you can date, 11%; going on to college, 7%; friends you spend time with, 6%; if you can have a job, 6%; classes you will take, 3%; how you will spend your money, 3%; being in school sports, 3%; and being in school activities, 2%.

Social Activities

Tenth graders were most likely to make decisions without discussion with their parents about who their friends would be and least likely to decide how late to stay out at night.

Dating – **Decisions about dating showed a fairly mixed pattern. One out of ten said their parents made the decision. Over a third said there was discussion, and about half said they made this decision without consulting their parents.**

The percentages saying that various people made decisions about whether the tenth grader can date were as follows: parent(s) only, 11%; parents after discussing with the tenth grader, 9%; jointly between parent and tenth grader, 17%; respondent after discussing with parent(s), 12%; tenth grader without discussing with parents, 51%.

All three categories showed substantial differences when sex of students and ethnicity were examined. Girls, 70%, were considerably more likely to have their parents make this decision for them or to make it through discussion. Boys, 71%, were much more likely to make the decision without consulting their parents. One in twenty boys and about one in five girls said their parents decided if they could date.

Euopean American tenth graders were most likely and African-American tenth graders were least likely to make this decision on their own. African Americans were most likely to have a parent making the decision, although fewer than one in five indicated that their parents made the decision about their dating. Over half of the European American tenth graders said they made this kind of decision without discussing it with their parents. Substantial differences related to ethnicity only appeared related to parent or tenth grader making the decision. Tenth graders in the Northeast were most likely and those in the South were least likely to make this decision without discussion. Substantial differences related to region only appeared related to discussing and tenth grader making the decision. Tenth graders in the Northeast were least likely and those from the South were most likely to jointly discuss decisions. Those from the South were least likely and those from the Northeast were most likely to make their own decisions. Those living with both parents were least likely and those living with the father only were most likely to make their own decisions.

Percentage Point Difference of 10 Percentage Points or More
Who Makes Decisions About Whether The Tenth Grader Can Date

	PPD
Parent(s) Only	
Boys 5%; girls 18%	13
Native American 5% to African American 16%	11
Jointly	
Boys 24%; girls 52%	28
Northeast 32% to South 43%	11
Nevers 37% to joiners 47%	10
Tenth Grader Only	
Girls 39; boys 72%	33
South 45% to Northeast 60%	15
African American 41% to European American 53%	12
Both parents 48% to father only 59%	11
Leavers and joiners 39% to never 51%	12

How Late – **Over three times more parents than tenth graders decided without discussion how late the tenth grader could stay out. Almost three-fifths reached a decision through discussing together, although only a fourth thought the decision was a joint decision.**

The percentages saying that various people made decisions about how late the tenth grader can stay out were as follows: parent(s) only, 34%; parents after discussing with the tenth grader, 22%; jointly between parent and tenth grader, 28%; respondent after discussing with parent(s), 8%; tenth grader without discussing with parents, 9%. Differences in the percent making their own decisions were not substantial.

Substantial differences appeared with family type relating to decision making by the parent alone and to joint discussions (three middle responses).

Socio-economic status also related to the joint decisions. Two-thirds of the tenth graders from the highest socio-economic quartile said that their parents discussed this decision with them as compared with half of those from the lowest quartile. Differences in the percent making their own decisions were not substantial, the most being about 6% of those living with two parents.

Percentage Point Difference of 10 Percentage Points or More
Who Makes Decisions About How Late The Tenth Grader Can Stay Out

	PPD
Parent(s) Only	
Father only 19% to father/stepmother 40%	21
Jointly	
Lowest SES quartile 50% to highest SES quartile 66%	16
Father/stepmother 55% to father only 66%	11

About Friends – **Almost two-thirds of the tenth graders said they made their own decisions about who their friends would be without discussion with their parents. About a fourth indicated discussion. A few, 6%, said their parents made this decision.**

The percentages saying that various people made decisions about the friends the tenth grader can spend time with were as follows: parent(s) only, 6%; parents after discussing with the tenth grader, 7%; jointly between parent and tenth grader, 11%; respondent after discussing with parent(s), 11%; tenth grader without discussing with parents, 65%.

Although no substantial differences appeared related to the parent making the decision, several appeared both related to discussion and the tenth grader making the decisions alone. There was a clear picture that tenth graders primarily made the decisions about their friends. In relation to ethnicity, Hispanic Americans were least likely and Native Americans were most likely to make their own decisions about friends without discussion with their parents. Also, it was primarily the student's decision when regions were compared. The tenth graders in the Northeast were most likely and those in the South were least likely to make the decision on their own without discussion. Youngsters from the highest socio-economic quartile were more likely to make their own decision on friends without discussion. However, the difference in the percent discussing was not as great as ten percentage points. Family type also showed a substantial difference. Those living with someone other than a parent were most likely to say that decisions were made through discussion.

Percentage Point Difference of 10 Percentage Points or More
Who Makes Decisions About Friends The Tenth Grader Will Be With

	PPD
Jointly	
Native American 22% to Hispanic American 33%	11
Northeast 23% to South 33%	10
Mother/stepfather 27% to other family 38%	11
Nevers 27% to joiners 41%	14
Tenth Grader Only	
Hispanic American 60% to Native American 72%	12
Lowest SES quartile 59% to highest SES quartile 70%	11
South 60% to Northeast 71%	11
Joiners 52% to nevers 67%	15

School Decisions

Tenth graders tended to make their own decisions about current school activities. Somewhat more tenth graders decided on the classes they would take after discussing with their parents than decided on their own. Tenth graders and parents were most likely to discuss decisions about leaving school or going to college.

Classes To Take – **Somewhat more tenth graders decided on the classes they would take after discussing with their parents, 54%, than decided on their own, 44%.**

The percentages saying that various people made decisions about the classes the tenth grader will take were as follows: parent(s) only, 3%; parents after discussion with the tenth grader, 6%; jointly between parent and tenth grader, 21%; respondent after discussion with parent(s), 27%; tenth grader without discussion with parents, 44%. There were no substantial differences related to the student variables. Ethnicity, socio-economic status, and family type showed substantial differences both in terms of discussing and in the tenth grader making the decision about classes without consulting parents. Highest socio-economic quartile youngsters were more likely to indicate discussing than were those from the lowest socio-economic quartile. Only somewhat over a fourth of those from the highest quartile said they made decisions without discussing them with their parents as compared with about half of those from the lowest quartile. Euopean American and African-American tenth graders were at opposite ends of the range with African-American tenth graders more likely to make their own decisions about classes without consulting their parents. However, even though there was 11 percentage points between them, considerable numbers of both groups discussed and at least two out of five of both groups made class decisions without discussion. Tenth graders living with both parents were most apt to make decisions after discussion and least likely to make decisions alone.

Percentage Point Difference of 10 Percentage Points or More
Who Makes Decisions About Classes The Tenth Grader Will Take

	PPD
Jointly	
Lowest SES quartile 40% to highest SES quartile 69%	29
Other family 44% to both parents 58%	14
African American 45% to European American 56%	11
Tenth Grader Only	
Highest SES quartile 28% to lowest SES quartile 57%	29
Both parents 39% to other family 55%	16
Euopean American 41% to African American 52%	11

School Sports -- **Most, seven out of ten, tenth graders said they did not consult their parents when they made their decision about whether or not to take part in school sports. Almost three in ten said that there was some discussion.**

The percentages showing which of the various people made decisions about the tenth grader going out for sports were as follows: parent(s) only, 3%; parents after discussing with the tenth grader, 4%; jointly between parent and tenth grader, 9%; respondent after discussing with parent(s), 16%; tenth grader without discussing with parents, 70%. Family type showed a difference with those living with their father only most likely to discuss taking part in sports and least likely to make the decision on their own. Those living with someone other than a parent were least likely to discuss going out for school sports and most likely to do so if they lived with their father only.

Percentage Point Difference of 10 Percentage Points or More
Who Makes Decisions About The Tenth Grader Going Out For Sports

	PPD
Jointly	
Other family 20% to father only 31%	11
Nevers 27% to joiners 41%	14
Tenth Grader Only	
Father only 67% to other family 78%	11
Joiners 55% to nevers and leavers 70%	15

School Activities – The same proportion held for decisions about taking part in school activities.

The percentages saying that various people made decisions about the tenth grader taking part in school activities were as follows: parent(s) only, 3%; parents after discussing with the tenth grader, 3%; jointly between parent and tenth grader, 9%; respondent after discussing with parent(s), 16%; tenth grader without discussing with parents, 70%. Only one substantial difference appeared when the six main variables were examined. Those living with someone other than a parent were least likely and those living with their father only were most likely to discuss taking part in activities other than sports.

Percentage Point Difference of 10 Percentage Points or More
Who Makes Decisions About The Tenth Grader Taking Part in School Activities

	PPD
Jointly	
Other family 21% to father only 31%	10
Tenth Grader Only	
Joiners 61% to nevers and leavers 71%	10

Age to Leave School – There was a closer to equal division in decision making about the age at which the tenth grader could leave school. The largest percent, over a third, said parents made this decision; the next largest, again over a third but not quite as many, said it was made through discussion. A fourth said that they made (would make) the decision without consulting their parents.

The percentages saying that various people made decisions about the age at which the tenth grader can leave school were as follows: parent(s) only, 39%; parents after discussing with the tenth grader, 10%; jointly between parent and tenth grader, 18%; respondent after discussing with parent(s), 9%; tenth grader without discussing with parents, 25%.

None of the variables showed a substantial difference related to discussion on decisions. Only one variable, family type, seemed to affect whether the parent or tenth grader made the decision. Those living with someone other than either parent were least likely to say the parent(s) made the decision and most likely to say they themselves did. Those living with both parents were least likely to say they made the decision themselves and most likely to say their parents did.

Percentage Point Difference of 10 Percentage Points or More
Who Makes Decisions About The Age The Tenth Grader Can Leave School

	PPD
Parent(s) Only	
Other family and father only 31% to both parents 41%	10
Tenth Grader Only	
Both parents 23% to other family 36%	13

Going to College – **Well over half of the tenth graders said that they discussed going to college with their parents. Over a third said they made their decision without consulting their parents. Somewhat less than one in ten said their parents made the decision for them.**

The percentages saying that various people made decisions about the tenth grader going to college were as follows: parent(s) only, 7%; parents after discussing with the tenth grader, 6%; jointly between parent and tenth grader, 26%; respondent after discussing with parent(s), 20%; tenth grader without discussing with parents, 39%.

Ethnicity showed a substantial difference both in terms of the parent and in terms of the tenth grader making this decision. Asian Americans were most likely to say that their parents made the decision, over one in ten, but almost half the Native Americans said that they made the decision without consulting their parents. Tenth graders from the lowest socio-economic quartile were most likely and those from the highest quartile were least likely to say that they made decisions about going to college without consulting their parents. Family type also showed substantial differences.

Percentage Point Difference of 10 Percentage Points or More
Who Makes Decisions About The Tenth Grader Going on to College

Parent(s) Only	PPD
Native American 3% to Asian American 13%	10
Jointly	
Nevers 54% to joiners 66%	12
Tenth Grader Only	
Asian American 34% to Native American 48%	14
Highest SES quartile 32% to lowest SES quartile 45%	13
Both parents 37% to other family 49%	12
Joiners 28% to leavers 40%	12

Economic Activities

Tenth graders were more likely to discuss with their parents whether to start a job than they were to make the decision on their own. However, the majority of tenth graders say they spend their money without consulting their parents.

Having a Job – **More tenth graders, almost three fifths, indicated discussing whether or not they could have a job than made that decision without consulting a parent.**

The percentages saying that various people made decisions about whether the tenth grader can have a job were as follows: parent(s) only, 6%; parents after discussing with the tenth grader, 9%; jointly between parent and tenth grader, 24%; respondent after discussing with parent(s), 24%; tenth grader without discussing with parent(s), 38%.

Both showed substantial differences in addition to family type; ethnicity showed a slightly greater difference in range than did socio-economic quartile. Here the ethnic range was between Asian Americans and Native Americans with Native Americans most likely and Asian Americans least likely to make the decision on their own. Again, those from the highest socio-economic quartile were most likely and those from the lowest quartile were least likely to discuss this decision with their parents. Those living with someone other than either parent were most likely to make decisions about a job by themselves and those living with both parents were least likely.

Percentage Point Difference of 10 Percentage Points or More
Who Makes Decisions About Whether The Tenth Grader Can Have a Job

Jointly	PPD
Native American 43% to Asian American 59%	16
Lowest SES quartile 50% to highest SES quartile 62%	12
Tenth Grader Only	
Asian American 34% to Native American 52%	18
Highest SES quartile 32% to lowest SES quartile 44%	12
Both parents 35% to other family 45%	10

Spending Own Money – The majority, seven out of ten, said they spent their money without consulting their parents. Somewhat more than a fourth said that there was discussion and a very few said that their parents make the decision.

The percentages saying that various people made decisions about how the tenth grader will spend his or her money were as follows: parent(s) only, 3%; parents after discussing with the tenth grader, 4%; jointly between parent and tenth grader, 8%; respondent after discussing with parent(s), 15%; tenth grader without discussing with parents, 70%.

Ethnicity and family type showed substantial differences. Again Native Americans were most likely to make their own decision without consultation and Asian Americans were most likely to discuss it with their parents. Those living with their mother and stepfather were most likely to make the decision on their own. Those living with someone other than either parent were most likely to consult with others on how he or she will spend their money.

Percentage Point Difference of 10 Percentage Points or More
Who Makes Decisions About How The Tenth Grader Will Spend His or Her Money

Jointly	PPD
Mother/stepfather 23% to other family 39%	16
Native American 19% to Asian American 31%	12
Nevers 27% to joiners 38%	11
Tenth Grader Only	
Other family 59% mother/stepfather 75%	16
Asian American 67% to Native American 81%	14
Joiners 59% to leavers 73%	14

Discussion:
By the time young people are 16 or 17, they are moving toward independence in making decisions. This section of data is of interest because it indicates the range in the areas in which teens felt their parents were making the decisions and where they thought they had control. The variance in pattern for each item and the variance in relation to family type needs to be considered by those working with this age group. For example, when major decisions are needed related to the teens participation in less usual activities such as overnight trips, some youngsters may be empowered by their parents to make the decision without discussion. Others may not be cleared to go unless the parent talks to the person directing the program. The finding that two out of five tenth graders make decisions about what classes to take at school without discussing those decisions with parents may be of special concern to school personnel and to some parents. Although in some cases, parents may not be well equipped to help youngsters make the right decision, perhaps in others the fact that parents have not been consulted results in youth being ill prepared for future school or work.

DISCUSSING SCHOOL WITH PARENT(S)

Most tenth graders seemed to be talking to their parent(s) only occasionally about school related topics. Grades was the topic about which the highest percent said they frequently talked with their parents and the lowest percent said they never did so.

Almost half of the tenth graders said that they and their parents often discussed grades during the first half of the school year. About one in twenty said they never did so. Only one tenth grader in five said they had often discussed selecting school courses and programs with a parent or guardian during the first half of the school year. Almost one in five said that they had done so. One in four said they had discussed school activities often. At the other extreme, one in five said they had never discussed school activities with a parent or guardian during the first half of the school year. One in five said they often discussed things studied in class and one in five said they never did so. The majority, three in five, talked about them sometimes. Over half said they did never discussed preparing for ACT or SAT tests.

Over a third, 38%, of the comparisons overall yielded substantial differences. The percent of the 14 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 79%; socio-economic status, 79%; ethnicity, 43%; region, 21%; and urbanicity, 7%. None of the differences were as great as ten percentage points when sex of student was examined.

Not all of the questions were asked in the eighth grade. Those which were asked took a somewhat different format so it is not possible to make a direct comparison on frequent discussion. However, it would appear that the percentage saying that they never discussed some of the aspects of school with their parents had increased slightly by the tenth grade.

Frequent -- **Although most tenth graders occasionally talked to their parents about school, few did so frequently. The topic that the largest percentage (fewer than half) said they talked about was grades.**

The percentages saying they frequently discussed various school topics with a parent or guardian during the first half of the school year were as follows: grades, 48%; going to college, 38%; school activities, 24%; school courses, 20%; things studied in class, 20%; preparation of ACT/SAT test, 9%; and transferring to another school 6%.

Never -- **Preparation of ACT/SAT test and transferring to another school were the topics about which the highest percentage of students, over half, said they never talked to their parents.**

On the other hand, only 6% said they never discussed grades with their parents. The percentages saying they never discussed the other topics were as follows: going to college, 14%; school courses, 16%; things studied in class, 19%; school activities, 21%; preparation of ACT/SAT test, 54%; and transferring to another school 73%.

Grades -- **Almost half of the tenth graders said that they and their parents often discussed grades during the first half of the school year. About one in twenty said they never did so.**

The percentages according to frequency of discussing things studied in class with a parent or guardian during the first half of the school year were as follows: never, 6%; sometimes, 46%; often, 48%.

There were no substantial differences in the percent never discussing grades when the six variables in the study were examined. However, family type, socio-economic quartile and region showed differences in relation to the percent who often discussed grades. Tenth graders living with their fathers were as likely as others to have discussed their grades at least sometimes with a parent but only a third said they did so often. Over half of those living with someone other than a parent said that they discussed grades often. Those from the highest socio-economic quartile and from the South were most likely and those from the lowest socio-economic quartile and from the North Central region were least likely to have discussed grades often during the first half of the year. This question was not asked in the eighth grade survey.

Percentage Point Difference of 10 Percentage Points or More
Grades

Often	PPD
Father only 38% to other family 54%	16
Lowest SES quartile 42% to highest SES quartile 55%	13
North Central 42% to South 52%	10

School Courses – **Only one tenth grader in five said they had often discussed selecting school courses and programs with a parent or guardian during the first half of the school year. Almost one in five said that they had never done so.**

The percentages according to frequency of discussing school courses with a parent or guardian during the first half of the school year were as follows: never, 16%; sometimes, 61%; often, 20%. Both the percent saying often and the percent saying never showed substantial differences related to socio-economic status and family type. Those living with their father only were least likely to discuss school courses and program selection with a parent. Tenth graders from the highest socio-economic quartile were more likely to have discussed school courses with their parents than were those from the lowest quartile. However, among those in the highest quartile, only about a fourth said they often discussed school courses with their parents. Asian-American tenth graders were most likely and European American eighth graders were least likely to have never discussed school subjects with their parents.

Percentage Point Difference of 10 Percentage Points or More
School Courses

	PPD
Often	
Father only 9% to both parents 25%	16
Lowest SES quartile 13% to highest SES quartile 27%	14
Never	
Highest SES quartile 9% to lowest SES quartile 27%	18
Both parents 15% to father only 30%	15
Euopean American 16% to Asian American 27%	11

The eighth grade survey asked how often eighth graders had discussed selected courses or school programs with their parents since the beginning of that school year. The responses were as follows: not at all, 15%; once or twice, 47%; three or more times, 39%.

Things Studied – **One in five said they often discussed things studied in class and one in five said they never did so. The majority, three in five, talked about them sometimes.**

The percentages according to frequency of discussing things studied in class with a parent or guardian during the first half of the school year were never, 19%; sometimes, 60%; often, 20%. Socio-economic status showed a substantial difference related to both often and never. About a quarter of the highest quartile often did and about a quarter of the lowest quartile never talked about things studied in class. Family type also showed a difference related to never. Over a fourth of those living with their father only said they never discussed things they had studied in school.

Percentage Point Difference of 10 Percentage Points or More
Things Studied in Class

	PPD
Often	
Lowest SES quartile 15% to highest SES quartile 27%	12
Never	
Highest SES quartile 11% to lowest SES quartile 27%	16
Both parents 17% to father only 27%	10

Responses to a similar question in the eighth grade survey were not at all, 12%; once or twice, 36%; three or more times 52%.

School Activities – **One in four said they had discussed school activities often. At the other extreme, one in five said they had never discussed school activities with a parent or guardian during the first half of the school year.**

The percentages according to frequency of discussing school activities with a parent or guardian during the first half of the school year were never, 21%; sometimes, 54%; often, 24%. Substantial differences appeared related to socio-economic status with about a third of those in the lowest quartile reporting never and a third of those in the highest quartile reporting often talking with their parents about school activities. Hispanic Americans were most likely and European Americans were least likely never to have talked about school activities. Family type also showed a substantial difference.

Percentage Point Difference of 10 Percentage Points or More
School Activities

	PPD
Often	
Lowest SES quartile 16% to highest SES quartile 32%	16
Father only 17% to other family 30%	13
Never	
Highest SES quartile 12% to lowest SES quartile 32%	20
Euopean American 19% to Hispanic American 30%	11
Both parents 18% to father only 29%	11

The responses in the eighth grade survey were not at all, 9%; once or twice, 34%; and three or more times 57%.

Transferring – **About one tenth grader in twenty said they often talked with a parent or guardian about transferring to another school. Almost three-fourths said they never talked about this topic.**

The percentages according to frequency of discussing things studied in class with a parent or guardian during the first half of the school year were never, 73%; sometimes, 21%; often, 6%.

Ethnic differences and family type appeared related to both never and often with European Americans being least likely to discuss transferring and Native Americans being most likely to do so. However, over half of the Native-American tenth graders never talked about transferring and 5% of the European American tenth graders often did so. Those living with their father and stepmother were least likely and those living with someone other than a parent were most likely to have discussed changing schools. Socio-economic status and urbanicity also showed a substantial difference related to the percent who never talked about transferring. Those from the highest quartile and those from rural areas showed the highest percentages saying they had not talked about transferring during the first half of the school year. This question was not asked in the eighth grade survey.

Percentage Point Difference of 10 Percentage Points or More
Transferring to Another School

	PPD
Often	
Euopean American 5% to Native American 15%	10
Father/stepmother 4% to other family 18%	14
Never	
Native American 58% to European American 77%	19
Other family 61% to father/stepmother 77%	16
Lowest SES quartile 67% to highest SES quartile 77%	10
Urban 68% to rural 78%	10
Joiners 59% to leavers 80%	21

Preparation for ACT/SAT Test – **About one in ten said they frequently talked with their parents about the ACT or SAT test during the first half of the school year. Over half said they had not discussed this topic at all.**

The percentages according to frequency of discussing preparation for placement testing with a parent or guardian during the first half of the school year were never, 54%; sometimes, 37%; often, 9%.

Substantial differences in the percent saying they never had discussed preparing for major tests appeared related to socio-economic status, family type, region, and ethnicity. Almost two-thirds of those in the lowest socio-economic status quartile had not talked with their parents about preparing for the tests as compared with over two-fifths of those in the highest quartile. Those living with both parents and their father only were least likely and those living with father and stepmother and other family were most likely to say they never discussed preparing for the tests with parents. Over three-fifths of the North Central tenth graders had not talked with their parents during the first half of the school year about taking major tests as compared with less than half of the Southern tenth graders. Hispanics were most likely and African Americans were least likely not to have talked to their parents about the major tests. This question was not asked in the eighth grade survey.

Percentage Point Difference of 10 Percentage Points or More
Preparation for ACT/SAT Test

	PPD
Never	
Highest SES quartile 40% to lowest SES quartile 63%	23
Both parents, father only 51% to father/stepmother, other family 66%	15
South 47% to North Central 62%	15
African American 43% to Hispanic American 57%	14

Going to College – **Over a third said they had often discussed going to college with a parent or guardian during the first half of the year. One in ten said they had never done so.**

The percentages according to frequency of discussing things studied in class with a parent or guardian during the first half of the school year were never, 14%; sometimes, 48%; often, 38%.

Substantial differences appeared in the percent saying often and never when socio-economic status and family type were examined. During the first half of the school year, almost half of those in the highest socio-economic quartile had talked with their parents at least sometime about going to college. In comparison, a quarter of those in the lowest quartile had not done so. Those living with both parents were most likely to have talked with their parents about going to college. Euopean Americans were least likely and African Americans most likely to have often talked with their parents about going to college. This question was not asked in the eighth grade survey.

Percentage Point Difference of 10 Percentage Points or More
Going to College

	PPD
Often	
Lowest SES quartile 30% to highest SES quartile 45%	15
Euopean American 35% to African American 47%	12
Father/stepmother 27% to both parents 39%	12
North Central 31% to South 41%	10
Never	
Highest SES quartile 5% to lowest SES quartile 24%	19
Both parents 12% to other family 26%	14

Discussion:

The finding that a fairly sizeable number of tenth graders do not often discuss school with their parents is somewhat disconcerting. Granted that teens of this age are striving for independence, adults do not loose their independence through sharing. Discussing such things as school activities, and things learned usually does not necessitate parents stepping in and making decisions. It is also of concern that youngsters from lower socio-economic status were somewhat less likely to discuss school happenings with their parents.

It is not possible to determine from these limited responses whether parents were not interested and were too busy to encourage students to share, or whether students chose not to share as a part of their bid for independence.

Parents' Involvement in School

Questions were included about the extent to which parents had received warning about the child's adjustment to school and the extent to which parents participated in school related activities.

WARNINGS ABOUT TENTH GRADERS' SCHOOL ADJUSTMENT

Over twice as many parents of tenth graders had received warnings from the school about grades as about behavior. Over three in five said their parents had not received any warnings about grades this school year. Three-fourths of the tenth graders said that their parents had not been warned about their attendance. Over four out of five said their parents had not received any warnings about their behavior.

Over a fourth, 29%, of the comparisons overall yielded substantial differences. The percent of the 24 comparisons that yielded differences of ten percent or more when variables were examined were as follows: socio-economic status, 50%; ethnicity, 50%; region, 50%; and family type, 25%. None of the differences were as great as ten percentage points when sex of student and urbanicity were examined.

The percent of parents who had received warnings about grades was about the same as in the eighth grade survey. The percent receiving warnings about attendance had increased slightly and the percent receiving warnings about behavior had decreased slightly from that found in the eighth grade survey.

Range – **Over twice as many parents of tenth graders had received warnings from the school about grades, 38% as about behavior, 16%. A small percent, from 4% to 7%, had received more than two warnings.**

The following percentages of tenth graders said that their parents at received at least one warning during the first half of the year about grades, 38%; attendance, 25%; and behavior, 16%.

No substantial differences appeared related to the study variables and whether parents had received more than two warnings this school year.

Grades – **Over three in five said their parents had not received any warnings about grades this school year. However, almost one in ten said that their parents had received three or more warnings.**

The percent indicating various numbers of warnings about tenth graders' grades were as follows: none, 62%; one or two, 32%; three or more, 7%. Differences in the percent indicating no warnings about grades appeared in relation to ethnicity, region, and socio-economic status. Native Americans were least likely and Asian Americans were most likely to not have received a warning about grades. Tenth graders from the Northeast were least likely and those from the South were most likely not to have received warnings about grades. Those from the lowest socio-economic status quartile were least likely and those from the highest quartile were most likely not to have received warnings about grades.

Percentage Point Difference of 10 Percentage Points or More
Received Warning About Grades

None	PPD
Native American 51% to Asian American 66%	15
Northeast 53% to South 67%	14
Lowest SES quartile 58% to highest SES quartile 68%	10
Nevers 62% to stayers 72%	10

About the same percentage of parents had received warnings about grades in the tenth as in the eighth grades. The responses to this question in the eighth grade survey were as follows: never, 63%; once or twice, 29%; three or more times, 8%.

Attendance – **Three-fourths of the tenth graders said that their parents had not been warned about their attendance. One in twenty said that their parents had received three or more warnings during the first half of the school year.**

The percent indicating various numbers of warnings about tenth graders' attendance were as follows: none, 75%; one or two, 20%; three or more, 5%. Differences in the percent receiving no warnings appeared for ethnicity, socio-economic status, region and family type. Asian Americans were most likely to report no warnings about attendance and Native Americans were least likely to do so. Those from the highest socio-economic status were least likely and those from the lowest level were most likely to report no such warnings. Western students were least likely and Southern tenth graders were most likely to report no warnings about attendance.

Those living with their mother only were least likely and those living with both parents were most likely to say their parents had not received a warning about their attendance.

Percentage Point Difference of 10 Percentage Points or More
Received Warning About Attendance

None	PPD
Native American 54% to Asian American 78%	24
Lowest SES quartile 65% to highest SES quartile 85%	20
West 64% to South 79%	15
Mother only 66% to both parents 79%	13
Joiners 68% to stayers 85%	17

More parents in the tenth grade survey had received warnings about attendance of their children than they had in the eighth grade survey. The responses to this question in the eighth grade survey were as follows: never, 88%; once or twice, 9%; three or more times, 3%.

Behavior – Over four out of five said their parents had not received any warnings about their behavior. A few, 4%, said there had been three or more warnings during the first half of the school year.

The percent indicating various numbers of warnings about tenth graders' behavior was as follows: none, 84%; one or two, 12%; three or more, 4%. Ethnicity and sex of student showed a difference in the percent who had not had warnings about behavior. Native Americans were least likely and Asian Americans were most likely not to have been warned about behavior. More boys' parents than girls' had been warned about behavior.

Percentage Point Difference of 10 Percentage Points or More
Received Warning About Behavior

None	PPD
Native American 74% to Asian American 89%	15
Boys 77%; girls 90%	13
Joiners 69% to stayers 89%	20

Fewer parents had received warnings about behavior in the tenth grade than in the eighth grade. The responses to this question in the eighth grade survey were as follows: never, 78%; once or twice, 16%; three or more times, 6%.

Discussion:

No attempt was made to determine the extent to which the youngsters who said their parents had received warnings were the same youngsters in the eighth and tenth grade. Nor, as in the eighth grade survey, do we know the extent of the problem and the extent to which schools let parents know when there was a problem. While it is encouraging that fewer parents of tenth graders had received notices which might indicate better student performances, one has to be cautious about the comparison in reporting methods

PARENTS' SCHOOL ACTIVITIES

Tenth graders were most likely to say their parents had been in contact with the school through speaking with one of their teachers or their counselor. Parents had been least likely to have volunteered. During the first half of the school year, about a fourth indicated that their parents had been in touch with their school teachers or counselors more than twice during the year, about a third said their parents had attended a school event in which they participated, but only somewhat more than one in ten tenth graders said that their parent(s) had attended more than two school meetings during the first half of the year. About one-fourth said their parent(s) had not volunteered at school during the first half of the year.

Over a third, 37%, of the comparisons overall yielded substantial differences. Each of the six variables showed at least one substantial difference. The percent of the 10 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 60%; ethnicity, 60%; socio-economic status, 50%; urbanicity, 30%; sex of student, 10%; and region, 10%.

There seemed to be little change in the percent indicating various kinds of participation when tenth and eighth grade responses were compared.

School Contacts – **When four kinds of school contact were explored, tenth graders were most likely to say their parents had been in contact with the school through speaking with one of their teachers or their counselor. Parents had been least likely to have volunteered to help at school.**

The percentage of tenth graders indicating that their parents had had at least one contact with the school in that way during the first half of the year were as follows: phoning or speaking to a teacher or counselor, 66%; attending a school event in which the tenth grader participated, 52%; attending a school meeting 52%; and volunteering at school, 23%. Only about three percent said they did not know.

Talked to Teacher – **About a fourth indicated that their parents had been in touch with their school teachers or counselors more than twice during the year. Two in five said there had been no such contact in the first part of the year.**

The following percentages of tenth graders indicated various frequencies with which their parent(s) phoned or spoke to their teachers or counselors: none, 42%; once or twice, 41%; more than twice, 15%; don't know, 3%. Ethnicity showed differences related to both none and three or more. African American showed the highest percent and Asian Americans showed the lowest percent of parental contact with the tenth graders' teachers and counselors.

Those living with their mother only were least likely and those living with their fathers only were most likely to say their parent had not talked with one of their teachers or a school counselor. Urbanicity showed a difference related to the percent who said their parents had not been in contact with school personnel. Rural parents were most likely and urban parents were likely not to have been in contact during the first half of the school year.

Percentage Point Difference of 10 Percentage Points or More
Talked to Teacher/Counselor

	PPD
Three or more times	
Asian American 10% to African American 20%	10
None	
Mother only 38% to father only 62%	24
African American 35% to Asian American 53%	18
Urban 37% to rural 48%	11
Joiners 34% to stayers 44%	10

The eighth grade survey asked these questions in terms of the following responses: yes, no, don't know. Sixty percent said that a parent had talked with a teacher or counselor either in person or by telephone.

School Event – **During the first half of the school year, sixty-one percent of the tenth graders said that a parent or parents had attended an event at school in which the tenth grader was a participant. Over two in five had not attended any such event.**

The following percentages of tenth graders indicated various frequencies with which their parent(s) attended a school event involving a tenth grader: none, 44%; once or twice, 21%; more than twice, 34%; don't know, 3%. Ethnicity, socio-economic status, family type, urbanicity and region all showed differences. Socio-economic status showed the greatest difference with almost twice as many parents of the lowest quartile as compared with the highest quartile not having attended an event in which their tenth grader had participated during the first half of the year, and over twice as many of the highest quartile having attended three or more such events. Over twice as many European Americans as Native Americans had attended three or more school events in which their child had participated. Two-thirds of the Native-American parents had not attended any such event. Those living with both parents were most likely to have had a parent attend school events while those living with either father or mother and a stepparent were most likely to not have had a parent attend a school event in which their youngster participated. Rural parents were most likely and urban parents were least likely to have attended school events in which their tenth grader had participated. Region showed a difference related to the percent who had attended three or more events with those from the West being least likely and those from the North Central region being most likely to have attended three or more school events.

Percentage Point Difference of 10 Percentage Points or More
Attended a School Event In Which the Tenth Grader Participated

Three or more times	PPD
Lowest SES quartile 20% to highest SES quartile 46%	26
Other family 17% to both parents 39%	22
Native American 16% to European American 37%	21
Urban 29% to rural 43%	14
West 29% to North Central 40%	11
Joiners 31% to stayers 42%	11
None	
Highest SES quartile 31% to lowest SES quartile 59%	28
Euopean American 41% to Native American 66%	25
Both parents 39% to parent/stepparent 54%	15
Rural 37% to urban 49%	12

School Meeting – **Only somewhat more than one in ten tenth graders said that their parent(s) had attended more than two school meetings during the first half of the year. Almost half said that they had not attended any meetings.**

The following percentages of tenth graders indicated various frequencies with which their parent(s) attended school meetings: none, 47%; once or twice, 38%; more than twice, 14%; don't know, 2%.

Family type and socio-economic status showed substantial differences both in relation to the percent that said their parents had not attended a school meeting and those who said their parents had attended more than two during the first half of the year. Those living with both parents were most likely and those living with their father only were least likely to say that their parents attended school meetings. Parents from the lowest socio-economic status quartile were least likely to have attended school meetings. However, one in ten from this quartile had attended more than two such meetings. Ethnicity showed a difference related to attending two or more meetings with African Americans showing the highest percentage and Native Americans showing the lowest percentage.

Half of the eight graders said that a parent or parents had attended at least one school meeting.

Percentage Point Difference of 10 Percentage Points or More
Attended a School Meeting

More than twice	PPD
Father only 4% to both parents 16%	12
Native American 7% to African American 18%	11
Lowest SES quartile 10% to highest SES quartile 21%	11
None	
Highest SES quartile 30% to lowest SES quartile 59%	29
Both parents 41% to father only 65%	24

Volunteered – About three-fourths of tenth graders' parents had not volunteered at school during the first half of the year. However, a few, 7%, had served as a volunteer three or more times.

The following percentages of tenth graders indicated various frequencies with which their parent(s) served as a volunteer at their school: none, 74%; once or twice, 16%; more than twice, 7%; don't know, 3%. Socio-economic status and family type showed differences related to not having volunteered. Parents from the lowest quartile were least likely to have volunteered, but still, 18%, had done so. Those living with both parents had the lowest percent, 70%, saying their parents had not volunteered. Those living with someone other than a parent showed the highest percent not volunteering at school, but of this group, one in ten had volunteered at least one day the previous semester.

Percentage Point Difference of 10 Percentage Points or More
Volunteered at Your School

None	PPD
Highest SES quartile 63% to lowest SES quartile 82%	19
Both parents 70% to father/stepmother 86%	16
Joiners 63% to nevers 75%	12

In the eighth grade survey, about one parent in five said they had volunteered at their eighth grader's school.

Discussion:

Although it is encouraging to find that about half of the parents of tenth graders attended school activities and attended school meetings, it is of concern that the percent is not higher. It would seem that as the teen grows to adulthood that the parent, teacher and tenth grader would have more in common and that there might be more involvement on the part of parents in school activities and in discussing student progress and special interests. Even limited volunteer activity on the part of parents helps them better understand what is going on at school. It is likely that when parents have little or no contact the problem may rest with the parents, with the school, or with the teens as intermediaries. School boards may periodically need to check to see that high school systems are encouraging parent involvement. If they find that the opportunities are there and publicized but parents are not responding, then they may want to work with media to develop a campaign to secure more involvement on the part of parents.

PART C - TENTH GRADERS AND SCHOOL

As might be expected of a study initiated by the Department of Education, a great deal of the survey focused on the tenth grader and his or her experience with attitudes about school. This section of the report is divided into six parts: school experiences, school behavior, dropouts, school systems and classes, future educational plans, and opinions about school,.

School Experiences

Areas included in this section are: school programs, scholastic ability, recognition, and bad events.

SCHOOL PROGRAM

Even though most American jobs require specialized training, only somewhat more than one in ten were in vocational programs and a third in college preparatory courses. The largest number, more than two in five, were in a general program.

Overall, over a fourth, 28%, of the comparisons yielded substantial differences. Ethnic background seemed to make the most difference in terms of selection of school program. The percent of the six comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 67%; family type, 33%; socio-economic status, 33%; and region, 33%. None of the differences were as great as ten percentage points when sex of student and urbanicity were examined.

Which program – **The largest percent of tenth graders, 44%, was enrolled in a general high school program. About a third were enrolled in a college preparatory program and one in ten was enrolled in a vocational-technical or other career-oriented program.**

The percentages according to high school program were as follows: general, 44%; college prep or specialized academic, 32%; vocational, technical or business and career, 12%; other, 5%; don't know, 7%; never attended high school, 1%.

The vocational-technical or business and career program included several specific programs: industrial arts/technology education, 3%; business and office occupations, 3%; agricultural occupations, 8%; technical occupations, .8%; trade and industrial occupations, .8%; health occupations, .8%; marketing and distributive education, 4%; home economics occupations, 4%; consumer and homemaking occupations, 2%; other specialized high school program such as Fine Arts, 2%.

College Prep. Both the greatest numbers of variables showing substantial differences and most substantial differences appeared related to college preparatory programs. For example, the range across socio-economic quartiles was 31 percentage points, one of the greatest ranges found in this study. The range was from 17% of those in the lowest quartile to 48% of those in the highest socio-economic quartile saying they were participating in a college preparatory program. These percentages are especially interesting in that they indicate that fewer than of half of the tenth graders who are in the best position (financially and with parents who themselves are likely to be college graduates) to go on to college are enrolled in the program which is most likely to prepare them to succeed in college. At the other extreme, one in ten of the youth who are least likely to be in a position to go to college are in this program.

Asian Americans were the most likely and Native Americans the least likely to be in a college prep course. Tenth graders from the North Central and West regions were least likely and those from the Northeast were most likely to be in a college preparatory program. Those living with both parents were almost twice as likely to be in a college prep course than were those who were living with someone other than a parent. However, only somewhat more than a third of those living with both parents were in this program.

Vocational-technical Program. Ethnicity and socio-economic status showed differences of ten percentage points or more in who was in a vocational-technical-business program. Over a fourth of those in the lowest socio-economic quartile were in a vocational program as compared with somewhat less than one in ten of tenth graders from the highest quartile. African Americans were most likely and European Americans were least likely to be enrolled in a vocational-technical program.

General Program. Ethnicity, region and family type showed differences of ten percentage points or more in who was in a general program. African Americans were least likely and European Americans were most likely to be enrolled in a general program. Tenth graders from the Northeast were least likely and those from the North Central were most likely to be enrolled in such a program. Those living with someone other than a parent were most likely and those who lived with both parents or their mother only were least likely to be enrolled in a general program.

Ethnicity also showed a difference in the percent saying they did not know what program they were enrolled in with this response being given most frequently by Native Americans (one in five) and least frequently by European Americans (one in twenty).

There was very little difference between boys and girls in the percentages in each of the programs. The differences ranged from a fraction of a point saying they didn't know to four percent more boys than girls being enrolled in vocational-technical courses.

Percentage Point Difference of 10 Percentage Points or More
High School Programs

College Prep	PPD
Lowest SES quartile 17% to highest SES quartile 48%	31
Native American 16% to Asian American 40%	24
Other family 22% to both parents 36%	14
North Central and West 31% to Northeast 42%	11
Votech	
Highest SES quartile 7% to lowest SES quartile 26%	19
European American 13% to African American 29%	16
General	
African American 34% to European American 46%	12
Northeast 37% to North Central 48%	11
Both parents and mother only 43% to other family 53%	10
Don't know	
European American 6% to Native American 21%	15

It is clear from the above data that although there were differences, fairly sizeable percentages of young people with each demographic characteristic appeared in each kind of program. For example, when one looks at the ethnic subgroups, the percentages were as follows: Asian Americans: general course, 37%; college preparatory, 40%; vocational technical, 15%; don't know, 8%; Hispanic Americans: general course, 43%; college preparatory, 23%; vocational technical, 22%; don't know, 11%; African Americans: general course, 34%; college preparatory, 26%; vocational technical, 29%; don't know, 9%; European Americans: general course, 46%; college preparatory, 34%; vocational technical, 13%; don't know, 6%; Native Americans. general course, 39%; college preparatory, 16%; vocational technical, 23%; don't know, 21%.

Or, as another example, the percentages for the lowest socio-economic quartile youth were: general course, 45%; college preparatory, 17%; vocational technical, 26%; don't know, 11%. In comparison, the percentages for the highest socio-economic quartile youth were: general course, 40%; college preparatory, 48%; vocational technical, 7%; don't know, 1%.

SPECIAL PROGRAMS

Over a fourth were in advanced placement programs. Somewhat less than one in five were in a special language or bicultural program. A few, about two percent were in a dropout program or a program for those who were educationally or physically challenged.

Overall, about a fifth, 21%, of the comparisons showed substantial differences. The percent of the four comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 50%; family type, 50%; and socio-economic status, 25%. None of the differences were as great as ten percentage points when sex of student, region, and urbanicity were examined.

Advanced Placement – **Over a fourth, 27%, said they were in an advanced placement program in high school.**

Socio-economic status showed the greatest difference in the percent in advanced placement programs. Over a third of those in the highest quartile were in such programs as compared with about one-fifth of those from the lowest quartile. Ethnicity also showed a difference with a third of the Asian-American tenth graders in an advanced placement program as compared with somewhat under a fourth of the Native-American youngsters. Youngsters living with both parents were most likely and those living with someone other than a natural/adoptive parent were least likely to be in an advanced placement program.

Percentage Point Difference of 10 Percentage Points or More
Advanced Placement Programs

	PPD
Lowest SES quartile 19% to highest SES quartile 38%	19
Other family 19% to both parents 30%	11
Native American 23% to Asian American 33%	10

Diversity Programs – **Somewhat less than one in five indicated they had taken a Bilingual, Bicultural Program, 17%, or an English as Second Language Course, 12%, in high school.**

Substantial difference appeared in relation to ethnicity and family type, and the percent indicating they were taking an English as a Second Language Course. That difference is a puzzling one, with a relatively high percentage of European Americans indicating they took an English as a second language course. Some percentage is possible given that German, Polish, and other European languages were indicated as used in the home, but it is questionable that the percentage is this high. The percentage for Native Americans is higher than that for other ethnic groups such as, African Americans, 12%; Hispanic Americans, 16%; and Asian Americans 17%. Those living with someone other than either parent were most likely and those living with their father only were least likely to be taking an English as a second language course.

In the eighth grade survey very few, only 2%, had limited English proficiency in the sense that another language was usually spoken in the home. The percentage differed markedly with ethnic background. The percent in 1988 indicating that a language other than English was used in their home ranged from European American, 3% to Hispanics, 63%.

Percentage Point Difference of 10 Percentage Points or More
Ethnic Diversity Programs

English as a Second language	PPD
European American 11% to Native Americans 34%	23
Father only 10% to other family 21%	11

Dropout Prevention – **A few, 2%, said they had taken part in a dropout prevention program.**

None of the variables showed a difference of 10 percentage points or more.

Handicapped Programs – **A few of the tenth graders had taken part in a program for educationally challenged, 2%, or physically challenged, 1%.**

None of the variables showed a difference of 10 percentage points or more.

Discussion:
How many schools are making a concerted effort to prevent students from dropping out? Special programs for potential dropouts may or may not be the best way to help youngsters who are potential dropouts. It is of interest that only 2% recognized that they were in such a program. Given the importance of completing high school, it is hoped that other schools provide special assistance without having programs specifically labeled dropout prevention.

The percentage of tenth graders who were in general programs and the low percentage that were in vocational programs was startling. Work force data indicate that there are fewer and fewer jobs available to youngsters right out of high school without any special preparation. One would have expected that the majority of programs would either have been vocational or college prep. Are schools not offering such programs, or are students not electing them? If vocational programs are offered, are they limited to only a few students with certain characteristics? Or are the programs outdated and not designed to meet future careers? Have school systems not revamped and publicized their vocationally-oriented programs? Many of the well-paying positions which do not require a college degree will require good preparation for technical courses after high school. To succeed in technical courses students need a good grounding in the basic subjects in high school. Unless general programs have been upgraded, those in general courses are not as likely to get adequate career preparation as are those in college preparatory or vocational programs. High schools need to prepare all students to be able to succeed in technical courses and technical careers.

SCHOLASTIC PERFORMANCE

The NELS tenth grade data provided information on self-reported grades in four subjects, scores on NELS administered tests, and scores on math and reading proficiency as measured by tests given by NELS.

Grades

Most tenth graders thought that getting good grades is important. Only about one in ten thought that grades were not important. Students were more likely to recall getting A and B grades than they were C or lower. Regardless of course, over a third said they earned a grade of B or better in the four basic courses that were asked about in the survey. In comparison, only about a fourth of the tenth graders recalled getting grades of C or less than C.

Overall, about a third, 32%, of the comparisons showed substantial differences. All of the variables showed at least one substantial difference. The percent of the 30 comparisons per variable which showed differences of 10 or more percentage points were as follows: family type, 62%; socio-economic status, 60%; ethnicity, 57%; region, 10%; sex of student, 7%; and urbanicity, 3%.

Importance – Somewhat over half of the tenth graders said that getting good grades was very important to them. Only about one in ten said that grades were somewhat or not important.

The percentages indicating various levels of importance of good grades were as follows: not important, 1%; somewhat important, 11%; important, 35%; very important, 53%. Ethnicity, socio-economic status, and family type showed substantial differences in the percent saying that grades were very important. It is to be noted that European Americans showed the lowest percentage, 49%, saying that grades were very important. Asian Americans showed the highest percentage, 66%. Even though those in the next-to-lowest quartile showed the lowest percentage and those in the highest socio-economic quartile showed the highest percentage saying that grades were very important to them, almost half of those in the next to lowest quartile, 49%, and half of those in the lowest quartile thought good grades were very important. Those living with their father only were least likely and those living with both parents were most likely to say that good grades were very important to them. Urban tenth graders were somewhat more likely to feel good grades were very important than were rural youngsters. Southern youngsters were most likely and North Central youngsters were least likely to say that getting good grades was very important to them. This question was not asked of eighth graders.

Percentage Point Difference of 10 Percentage Points or More
Importance of Good Grades

Very important	PPD
European American 49% to Asian American 66%	17
Father only 42% to both parents 54%	12
Rural 47% to urban 58%	11
Next-to-lowest 49% to highest SES quartile 59%	10
North Central 47% to South 57%	10

Overall Grades – C is not an average grade for tenth graders. Students recalled more A and B grades than they did C or D and below. The range in percent saying they got mostly A's and B's was from 34% in History to 40% in English. Only about a fourth of the tenth graders reported getting mostly C's or lower grades in the four basic subjects. The range was from of 21% in History to 28% in Math.

The percentages reported by tenth graders were as follows: mostly A's and B's, Math, 36%; English, 40%; History, 34%; Science, 35%; mostly B's or B's and C's, Math, 34%; English, 35%; History, 28%; Science, 33%; mostly C or below, Math, 28%; English, 24%; History, 21%; Science, 27%. Fewer were earning A's and B's in tenth grade than had done so in grade school. In the eighth grade survey, from 63% to 69% said that they mostly earned A's or B's.

Socio-economic status, ethnicity, and family type consistently showed substantial differences in relation to grades indicated by the tenth graders with the percentage point differences usually being slightly greater for socio-economic status. Those in the lowest quartile always showed the higher percentage with low grades and those in the highest quartile always showed the lowest percentage with low grades. The greatest percentage point difference appeared related to History. The tenth graders living with both parents consistently showed the highest percent with A's and B's and the lowest percent with C's and D's. Usually those living with someone other than their parents showed the lowest percent of high grades and the highest percent of low grades. The range in relation to ethnicity was always from Asian-American tenth graders with the lowest low grade percentage to Native-American tenth graders with the highest percent of low grades except in the case of History. There African-American tenth graders showed the highest percent with low grades. Ethnicity and socio-economic status also showed substantial differences in the eighth graders responses.

Percentage Point Difference of 10 Percentage Points or More

Mostly High Grades (A, A or B, B)

	PPD
Math	
Native American 23% to Asian American 50%	27
Lowest SES quartile 29% to highest SES quartile 46%	17
Father only 23% to both parents 39%	16
English	
Native American 30% to Asian American 51%	21
Lowest SES quartile 32% to highest SES quartile 52%	20
Other family 28% to both parents 45%	17
Boys, 32%; girls, 47%	15
History	
Lowest SES quartile 28% to highest SES quartile 56%	28
Father only 28% to both parents 45%	17
Science	
Lowest SES quartile 28% to highest SES quartile 48%	20
African American 14% to Asian American 31%	17
Other family 26% to both parents 41%	15

Mostly Low Grades (C or Below)

Math	
Both parents 26% to to other family 49%	23
Highest SES quartile 20% to lowest SES quartile 35%	15
Asian American 19% to Native American 30%	11
English	
Highest SES quartile 13% to lowest SES quartile 33%	20
Asian American 16% to Native American 33%	17
Both parents 21% to father/stepmother 37%	16
History	
Highest SES quartile 14% to lowest SES quartile 37%	23
Northeast 20% to South 30%	10
Asian American 16% to African American 32%	16
Both parents 22% to other family 36%	14
Science	
Highest SES quartile 17% to lowest SES quartile 36%	19
Asian American 22% to Native American 36%	14
Both parents 25% to other family 39%	14

Across Subjects – **The percent of students receiving various grades seemed to be very similar in the four basic subjects - Mathematics, English, History, and Science. From 17% to 19% indicated getting mostly A's. From 1% to 3% indicated mostly getting grades below D.**

The percentages indicating specific graders were as follows: Math: mostly A's, 18%; about half A's and half B's, 18%; mostly B's, 15%; about half B's and half C's, 19%; mostly C's, 12%; about half C's and half D's, 9%; mostly D's, 4%; mostly below D, 3%; have not taken any courses, 1%; English: mostly A's, 19%; about half A's and half B's, 21%; mostly B's, 18%; about half B's and half C's, 17%; mostly C's, 11%; about half C's and half D's, 8%; mostly D's, 3%; mostly below D, 2%; have not taken any courses, 1%; History: mostly A's, 18%;

about half A's and half B's, 16%; mostly B's, 14%; about half B's and half C's, 14%; mostly C's, 9%; about half C's and half D's, 6%; mostly D's, 4%; mostly below D, 2%; have not taken any courses, 16%; Science: mostly A's, 17%; about half A's and half B's, 18%; mostly B's, 16%; about half B's and half C's, 17%; mostly C's, 12%; about half C's and half D's, 8%; mostly D's, 4%; mostly below D, 3%; have not taken any courses, 4%.

Percentage Point Difference of 10 Percentage Points or More
Recalled Grades in Four Subjects

	PPD
Mostly A's	
Math	
Lowest SES quartile 13% to highest SES quartile 26%	13
Native American 10% to Asian American 30%	20
Other family 9% to both parents 20%	11
English	
Lowest SES quartile 12% to highest SES quartile 28%	16
Other family 9% to both parents 22%	13
Boys, 14%; girls, 24%	10
Native American 14% to Asian American 24%	10
History	
Lowest SES quartile 13% to highest SES quartile 32%	19
Science	
Lowest SES quartile 12% to highest SES quartile 26%	14
Other family 9% to both parents 21%	12
Mostly A's or B's	
English	
Native American 17% to Asian American 28%	11
Mostly B's or C's	
Math	
Asian American 31% to Native American 48%	17
Other family 25% to father only 39%	14
History	
West 29% to Northeast 40%	11
Other family 27% to father only 38%	11
Science	
Mother/stepfather 34% to father only 44%	10
Mostly C's or D's	
Math	
Both parents 20% to other family 40%	20
Asian American 16% to Hispanic American 28%	12
Highest SES quartile 16% to lowest SES quartile 26%	10
English	
Highest SES quartile 11% to lowest SES quartile 24%	13
History	
Both parents 16% to other family 30%	14
Highest SES quartile 11% to lowest SES quartile 24%	13
Asian American 12% to African American 22%	10
Science	
Both parents 18% to other family 31%	13
Highest SES quartile 14% to lowest SES quartile 26%	12
Mostly D or below	
Math	
Asian American 3% to Native American 13%	10
English	
Asian American 3% to Native American 14%	11
History	
Highest SES quartile 3% to lowest SES quartile 13%	10

Discussion:
The impact of socio-economic status, ethnicity, and family type on perceived importance of high grades and on the grades received should be thought provoking. As was seen in the characteristic section of this report, ethnicity and socio-economic status are closely linked with Asian-American and European American tenth graders being considerably more likely to be in the higher socio-economic status quartiles than are those from other ethnic heritages. One wonders how much of the difference is cultural advantage and how much is socio-economic or a combination of the two? How much of it is the fact that parents' education is a component of socio-economic status and thus youngsters from the highest quartile are most likely to have parents who have completed more schooling, and help them see value in good grades? Or have biases toward the kind of experiences that those in the upper socio-economic class are most likely to have crept into the assignments and criteria on which grades are based? There may be many reasons for the definite difference that appeared in the data.

The issue is how can schools and nonschool programs help youngsters who may have one or more strikes against them to excel in school. One would have hoped that the difference related to socio-economic status would have disappeared by tenth grade. There are a variety of community programs and community resources which can help youngsters get some of the experiences which come naturally to those in the highest socio-economic quartile. However, not all communities have them and not all youngsters are able to take part in them. There are many things that either aren't in the NELS data set, or that we did not explore. For example, there was data on whether the youngster took part in special programs which could be run against data on grades to see if those who had such experiences were more likely to have higher grades than were others.

Some youngsters in each sub group received good grades and some received poor grades. For example, the range in percent of those in the lowest socio-economic quartile reporting grades of B or higher were 28% in Math, History and Science and 32% in English. At the opposite end of the continuum, the range in percent reporting low grades was from 33% with grades of C or below in English to 37% reporting such grades in History. The range in the percent of those in the highest socio-economic quartile who earned high grades was from 46% in Math to 56% in History.

One also wonders about the grading system. Do teachers have to divide the group roughly into fourths and give different grades? Or if students do similar work can they all receive the same high (or low) grade?

Another finding in this section that is of interest is that, when all tenth graders are included, there was very little variation in terms of specific grades across subjects. There might be differences within individual schools or differences for individual students. For example, a student might get A in one subject and C in another. But when all youngsters are considered nationwide, about the same percentage of students earn A grades in each of the four basic subjects.

We spent a little time trying to build a composite set of grades for these students to know how many students were straight A. In the time we had to spend on the task, we were not able to come up with a composite with which we were comfortable. As a result, we are not able to identify what percent of tenth graders only receive high grades, and what percent only receive low grades.

NELS Test Scores

In both the eighth and tenth grade surveys short tests were developed as part of the NELS study. These tests were administered in the schools in the sample to the the students in the sample. Tests were given in Reading, Math, Science, and History.

Individual scores were presented as well as a composite score across the four tests. Ethnicity (30 percentage points or more), socio-economic status (30 percentage points or more), family type (20 percentage points or more), and region (10 percentage points or more) consistently showed substantial differences in relation to how the tenth graders scored on the NELS tests.

The NELS test scores showed considerable variation in relation to the variables examined in this study. Overall, more than two-thirds, 68%, of the 60 comparisons showed substantial differences. All of the variables except urbanicity showed at least one substantial difference. All, 100%, of the comparisons per variable yielded differences across subgroup ranges of 10 or more percentage points when family type, ethnicity, socio-economic status, and region were examined. Sex of students showed 10% substantial differences for the 10 tests per variable.

Low Scores – **Almost half of the tenth grade students from the lowest socio-economic quartile were in the lowest quartile on the tenth grade test scores. Ethnicity, family status, and region also showed substantial differences.**

Almost half of the tenth grade students from the lowest socio-economic quartile were in the lowest quartile on the tenth grade test scores. The percentages ranged from 43% to 46% in individual subjects, and was 46% overall. Four times as many lowest as highest socio-economic quartile students were in the lowest scoring groups. Only about one in ten in the highest socio-economic quartile was in the lowest scoring group. There was little difference from the eighth grade. In that analysis the range in percent of students from the lowest socio-economic quartile that scored in the lowest test quartile was from 42% to 48% on individual subjects with 45% of those in the lowest SES quartile scoring in the lowest quartile on the overall test score.

Over half of the Native-American tenth graders had scores that placed them in the lowest quartile of all tenth graders on the Reading, Math, and History tests as well as on the composite score of all components of the test. African-American tenth graders showed the highest percent, 51%, in the lowest score group in the Science test. Asian Americans had the lowest percent, 14%, in the lowest group on the Math test and on the combined tests, 16%. European American tenth graders showed the lowest percentage in the lowest quartiles on the other three subjects, 18% and 20%. African-American students appeared to have trouble with the Science test both in the eighth and the tenth grade, but did somewhat better than the Native American students on the other tenth grade tests. Eighth graders of African-American heritage showed the highest percentages, from 45% to 49%, in the lowest quartile on the tests.

With the exception of Reading in the tenth grade analysis, youth living with both parents showed the lowest percentage in the lowest test quartiles. Those living with their father only showed the highest percent in the lowest quartile except in the case of Science where the highest percentage appeared for those living with their mother. The highest percentages in the lowest test quartile ranged from 32% to 42%. In the eighth grade the range was from those living with both parents to those living with someone other than a parent. For the latter group, the percent in the lowest test quartile ranged from 39% to 46% with 41% of those living with someone other than either parent placing in the lowest quartile on the total test score.

In the tenth grade analysis, students from the Northeastern region consistently showed the lowest percentage and those from the South consistently showed the highest percentage in the low scoring group. In the eighth grade analysis, region did not show differences of 10 percentage points or more related to any of the four subjects. In that analysis, urbanicity showed a substantial difference related to Math.

Percentage Point Difference of 10 Percentage Points or More
Lowest Score Quartile

Reading	PPD
European American 20% to Native American 54%	34
Highest SES quartile 11% to lowest SES quartile 44%	33
Other family 22% to father only 42%	20
Northeast 17% to South 28%	11
Leavers 15% to joiners 42%	27
Math	
Asian American 14% to Native American 53%	39
Highest SES quartile 10% to lowest SES quartile 46%	36
Both parents 20% to father only 38%	18
Northeast 17% to South 30%	13
Leavers 9% to joiners 38%	29
Science	
Highest SES quartile 9% to lowest SES quartile 43%	34
European American 18% to African American 51%	33
Northeast 17% to South 30%	13
Both parents 20% to mother only 32%	12
Leavers 18% to joiners 43%	25
History	
European American 20% to Native American 56%	36
Highest SES quartile 9% to lowest SES quartile 44%	35
Northeast 16% to South 29%	13
Both parents 21% to father only 33%	12
Leavers 19% to joiners 34%	15
Total Test	
Highest SES quartile 9% to lowest SES quartile 46%	37
Asian American 16% to Native American 50%	34
Both parents 20% to father only 42%	22
Northeast 16% to South 29%	13
Leavers 16% to joiners 43%	27

High Scores – **The same characteristics showed substantial differences in the percent in the highest scoring group. Less then one in ten of the tenth graders from a family with low socio-economic status placed in the high scoring group as compared with approximately two out of five of those from the highest quartile.**

The range across socio-economic quartiles were very similar in the eighth and tenth grade analysis. The percent of those from the highest socio-economic quartile placing in the highest test quartile in the eighth grade ranged from 43% to 49% with 48% in total score. The range in the tenth grade was from 45% to 48% of tenth graders in the highest socio-economic status also placing in the highest test quartile. The percent from the lowest socio-economic status quartile that placed in the highest test score in each year ranged from 7% to 10%.

Over a third of the Asian-American tenth graders placed in the top scoring group over all on the tests as compared with less than a tenth of the Native-American and African-American tenth graders. Asian-American youngsters also showed the highest percent in the highest test quartile in eighth grade. The percentages ranged across subjects from 30% to 40% with 36% of the Asian-American youngsters placing in the top quartile in the overall test. Native and African Americans showed the lowest percentages in the top test quartile in the eighth grade.

Although family type showed a difference in relation to each of the subjects in the tenth grade, there was not a consistent pattern. In the eighth grade there was a consistent difference in each test with those living with someone other than a parent showing the lowest percentage in the top test quartile and those living with both parents showing the highest percentage. In the both the eighth and tenth grade analyses, those from the South showed the lowest percentage in the highest test quartile and those from the Northeast showed the highest percent.

In the tenth grade, sex of student also showed a difference of ten percentage points in the Science test. More boys than girls were in the top scoring quartile. More boys than girls placed in the top quartile in the Science test in eighth grade but the difference was not as great as ten percentage points.

Percentage Point Difference of 10 Percentage Points or More
Highest ScoreQuartile

	PPD
Reading	
Lowest SES quartile 9% to highest SES quartile 45%	36
Native American 7% to European American 30%	23
Other family 10% to both parents 30%	20
South 22% to Northeast 32%	10
Joiners 14% to leavers 34%	20
Math	
Lowest SES quartile 8% to highest SES quartile 47%	39
Native American 6% to Asian American 39%	33
Other family 11% to father/stepmother 31%	20
South 20% to Northeast 33%	13
Joiners 14% to leavers 30%	16
Science	
Lowest SES quartile 9% to highest SES quartile 45%	36
African American 6% to Asian American 31%	25
Other family 11% to father/stepmother 31%	20
South 20% to Northeast 33%	13
Girls 20%; boys, 30%	10
Joiners 14% to leavers 30%	16
History	
Lowest SES quartile 10% to highest SES quartile 45%	35
Native American 10% to Asian American 31%	21
Father only 14% to both parents 30%	16
South 20% to Northeast 36%	16
Joiners 13% to leavers and nevers 29%	16
Total Test	
Lowest SES quartile 7% to highest SES quartile 48%	41
Native American and African American 7% to Asian American 34%	27
Other family 11% to both parents 31%	20
South 20% to Northeast 32%	12
Joiners 15% to leavers 31%	16

Discussion:
The pronounced effect of socio-economic status and ethnicity on test scores raises several questions. The first, of course, is whether any of the items in the test were biased toward any particular economic or cultural group. Another is that some youngsters may be helped to understand and build better test strategy than are others. But assuming that this is not the case, then one needs to explore why the relationship takes place. In some instances, it may be purely an economic reason either that the student is distracted because of being poor, or because the student lacks the extra experiences that economic solvency or affluence has given to other children. In other instances the main factor may be the lower educational level of the parents. There are tremendous implications for both the school system, for youth organizations, and for parenting programs in terms of the kinds of efforts needed to help youngsters from lower socio-economic families succeed in school and develop the skills needed to continue life long learning.

The fact that Native Americans fairly consistently have the highest percentage showing the least success in school also is of special concern. Experts who have been studying the economic position of Native Americans point out that while the position of African American has made some increases over the past ten years, that of Native Americans has not.

Socio-economic status, ethnicity, and family type showed marked differences both in grades and in test scores. It is to be noted, though, that the differences across ranges were greater in relation to test scores where there was no mediation of human judgment. For instance, teacher determined grades are based in part on the tests that he or she develops within the context of the community, school, and class setting. Unless the test items were very culturally biased (and in a national study with the amount of recent attention to cultural biases in tests one would not expect bias), it would appear that teachers rather than being negatively biased related to socio-economic class and other cultural affects, may be more understanding.

Proficiency Levels

In addition to scores on tests, the NELS study team also developed proficiency scores in Math and in Reading for each student. About one in ten tenth graders were judged as being below level in Math and one in ten were judged below level in Reading.

Proficiency levels showed fewer substantial differences related to variables than did the NELS test scores. However, they showed more differences than most other areas in that 42%, overall, showed substantial differences. The percentages of substantial differences out of the eight comparisons per variable were as follows: family type, 75%; ethnicity, 75%; socio-economic status, 75%; and region, 25%. The overall percentage is lower because no substantial differences appeared related to sex of student or urbanicity.

Mathematics – Somewhat over one in ten tenth graders was judged as being below Level I in Math; one in five was judged as being at Level 4.

The percentages said to be at various levels were as follows: below Level 1, 12%; Level 1, 29%; Level 2, 14%; Level 3, 24%; Level 4, 21%. Substantial differences appeared related to low proficiency and high proficiency but none appeared related to Level 2. As might be expected, ethnicity and socio-economic status showed differences at each level. Asian-American and highest socio-economic status quartile youngsters had the lowest percentages at the lowest levels and the highest percentages at the highest levels.

Native Amercians showed the highest percent below Level 1 and the lowest percent in Level 4, but African Americans showed the highest percent in Level 1 and the lowest percent in Level 3. These scores were not examined in the eighth grade.

Percentage Point Difference of 10 Percentage Points or More
Level of Mathematics Proficiency

Below Level 1	PPD
Asian American 7% to Native American 25%	18
(European American, 10%; Hispanic American, 17%; African American, 20%)	
Highest SES quartile 5% to lowest SES quartile 19%	14
Both parents, father/stepmother 10% to other family 23%	13
Leavers 9% to joiners 21%	12
Level 1	
Highest SES quartile 13% to lowest SES quartile 47%	34
Asian American 18% to African American 46%	28
(European American 23%, Hispanic American 41%, Native American, 45%)	
Both parents 24% to father only 36%	12
Nevers 22% to joiners 36%	14

Percentage Point Difference of 10 Percentage Points or More
Level of Mathematics Proficiency (continued)

Level 3	
African American 13% to Asian American 35%	22
(Native American and Hispanic American 15%, European American 26%)	
Lowest SES quartile 13% to highest SES quartile 30%	17
Other family 16% to both parents 27%	11
Joiners 15% to leavers 27%	12
Level 4	
Lowest SES quartile 6% to highest SES quartile 41%	35
Native American 3% to Asian American 31%	28
(African American 5%, Hispanic American, 11%, European American 25%)	
Other family 9% to both parents 26%	17
South 15% to Northeast 27%	12

Reading – Somewhat more than one tenth grader in ten was judged to be below proficiency Level 1 in reading. Almost half were judged to be at proficiency Level 2.

The percentages were as follows: Below Level 1, 12%; Level 1, 40%; Level 2, 48%. Ethnicity, socio-economic status and family type showed substantial differences in relation to both the percentage Below Level 1 and the percentage at Level 1. European Americans showed the lowest percent Below Level 1 and the highest percent at Level 2. Those in the lowest socio-economic status quartile showed the highest percent below Level 1 and the lowest percent in Level 2. Those living with someone other than a parent showed the lowest percent below Level 1 and the lowest percent in Level 2. Those living with both parents showed the highest percent in Level 2, 53%. It is of interest that the difference related to Level 2 was considerably larger than that in the percentage Below Level 1. Region also showed a difference in the percent at Level 2 with the Southern region showing the smallest percent and the Northeast showing the largest percent reading at Level 2. Reading proficiency was not examined in the eighth grade.

Percentage Point Difference of 10 Percentage Points or More
Level of Reading Proficiency

Below Level 1	PPD
European American 9% to Native American 28%	19
Highest SES quartile 5% to lowest SES quartile 20%	15
Other family 8% to father only 18%	10
Leavers 6% to joiners 22%	16
Level 2	
Lowest SES quartile 29% to highest SES quartile 68%	39
Native American 20 to European American 54%	34
Other family 31% to both parents 53%	22
South 44% to Northeast 56%	12
Joiners 21% to leavers 56%	35

Discussion:

Most schools indicated that they were providing remedial classes and other kinds of help. Still some youngsters reach the tenth grade and are below adequate levels in Reading and in Mathematics. Here as elsewhere, ethnicity, socio-economic status, and family type show differences in the percent below Level 1. Region also shows a difference in relation to the percent at the highest level of proficiency. Communities may need to pay more attention to the kinds of programs which can help parents and teachers of those children who need to build proficiency in reading and math. There would appear to be some excellent programs developed, but school systems or community groups need to help parents and teachers secure and use them. Schools, parents, and community organizations need to work together to see that no youngster who has the intellectual capacity to do so is below the level needed in reading and mathematics.

RECOGNITION

Slightly more than half of the tenth graders, 53%, said that they had received some kind of recognition during the first half of the school year. The most frequently indicated kind of recognition came for good grades which was indicated by one-third of the respondents. The least frequently indicated was receiving a community service award, 4%.

About one tenth grader in ten indicated receiving the following kinds of recognition during the first half of the school year: academic honors, good attendance, participation in a mathematics or science fair, recognition for an essay or poem, most valuable player, or elected to a class office. Somewhat fewer than one in ten said had been recognized for taking part in a vocational-technical competition.

Overall, only a few substantial differences in ranges, 15%, appeared when the variables were examined. Only three of the variables yielded substantial differences. The percent of the 10 comparisons per variable that yielded differences of ten percent or more were as follows: ethnicity, 40%; family type, 30%; and socio-economic status, 20%. Region, urbanicity and sex of student did not show any substantial differences. This question was not asked in the eighth grade survey.

Recognition – **Over half, 53%, of the tenth graders said they had received at least one of the kind of recognitions asked about during the first half of the year.**

The most frequently indicated recognition was recognition of good grades, 33%. The least frequently indicated was a community service award, 4%.

Substantial differences appeared related to ethnicity, socio-economic status, and family type. Native Americans showed the highest percent and Asian Americans the lowest percent saying they had not received any recognition or award at school during the first half of the year. Those from the lowest socio-economic status were most likely and those from the highest were least likely to say they had received no award or recognition during that period.

Percentage Point Difference of 10 Percentage Points or More
Received No Recognition During the First Half of the Year

	PPD
Asian American 39% to Native American 57%	18
Highest SES quartile 39% to lowest SES quartile 55%	16
Both parents 44% to other family 54%	10

Most/Least Frequent – **The most frequently indicated recognition was recognition of good grades, 33%. The least frequently indicated was a community service award, 4%.**

The percentages of tenth graders indicating having received the various kinds of school recognition during the first half of the year were as follows: received recognition for good grades, 33%; academic honors, 16%; recognition for good attendance, 14%; participated in a math or science fair, 10%; recognition for an essay they wrote, 10%; named most valuable player, 10%; elected officer of a school class, 9%; participated in a vocational technical competition, 8%; and received a community service award, 4%.

Good Grades – **A third of the tenth graders said they had been recognized for earning good grades during the first half of the year.**

Other substantial differences appeared related to ethnicity and family type. Asian Americans were most likely and Native Americans were least likely to have received recognition for good grades. Those living with both parents were more likely to have received recognition than were others. Those living with their fathers only were least likely to have received this kind of recognition.

Percentage Point Difference of 10 Percentage Points or More
Good Grades

	PPD
Lowest SES quartile 22% to highest SES quartile 45%	23
Father only 17% to both parents 38%	21
Native American 22% to Asian American 40%	18
4-H joiners 29% to stayers 43%	14

Academic Honors – **More than one in ten, 16%, said they had received academic honors during the first half of the year.**

Both ethnicity and socio-economic status showed differences related to receiving academic honors. Almost one of four Asian tenth graders had received academic honors during the first part of the year as compared with somewhat more than one in ten Native Americans. Over one in five of those in the highest socio-economic status quartile had received academic honors as compared with about one in ten of those in the lowest quartile.

Percentage Point Difference of 10 Percentage Points or More
Academic Honors

	PPD
Native American 12% to Asian American 24%	12
Lowest SES quartile 11% to highest SES quartile 22%	11

Good Attendance – **Somewhat more than one in ten, 14%, said they had been recognized for good attendance.**

Ethnicity showed the only substantial difference related to receiving attendance award. Although only a few of any group indicated receiving such awards, African Americans were three times more likely to mention having received one than were European Americans.

Percentage Point Difference of 10 Percentage Points or More
Good Attendance

	PPD
European American 10% to African American 30%	20

Math or Science Fair – **About one in ten said they had participated in a mathematics or a science fair during the first half of the school year.**

None of the variables showed substantial differences in the percent agreeing with the question.

Essay – **About one in ten said they had received recognition for an essay or poem they had written.**

None of the variables showed substantial differences in the percent agreeing with the question.

Most Valuable Player – **About one in ten said they had been named most valuable player during the first half of the year.**

Only one variable, family type, showed substantial difference. The range was from 5% of those living with someone other than either parent to 16% of those living only with their father in the percent agreeing with the question.

Percentage Point Difference of 10 Percentage Points or More
Named Most Valuable Player During the First Half of the Year

	PPD
Other family 5% to father only 16%	11

Class Officer – **About one in ten said they had been elected to a class office.**

None of the variables showed substantial differences in the percent agreeing with the question.

Voc-tech Competition – **Fewer than one in ten said they had taken part in a voc-tech competition**

None of the variables showed substantial differences in the percent agreeing with the question.

Community Service – **Less than one in twenty said they had received a community service award during the first half of the year.**

None of the variables showed substantial differences in the percent agreeing with the question.

Discussion:
Although the ten items chosen for inclusion in the survey covered a variety of awards, they did not provide a complete list. For example, there are sports honors in addition to being the most valuable player, and there are awards and honors for excelling in activities other than math and science fairs. It is encouraging to see that over half had earned at least one of the ten awards, and that for most awards, the six characteristics examined did not make any difference. Each youngster needs an opportunity to excel in something and to feel proud of things accomplished.

However, it is of concern that those from the lowest socio-economic status and those of certain ethnic backgrounds were least likely to have earned an award. How does a youngster feel who never receives any special recognition at school? If only a few youngsters do receive recognition and the majority do not, he or she may not even be aware of the lack of being considered special for some school activity. However, if, as it would appear from this data, a good number of tenth graders receive special attention for something good they do, then not receiving recognition may have an adverse effect on some youngsters.

BAD EVENTS HAPPENING AT SCHOOL

The tenth graders were most likely to have had something stolen, about two in five, and least likely to have been offered drugs or been in a physical fight, about one in five. About a fourth had been threatened with harm.

There were moderate differences related to variables. Almost a fourth, 23%, of the overall comparisons showed a substantial difference. The percent of comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 63%; family type, 50%; socio-economic status, 13%; and sex of student, 13%. Region and urbanicity did not show any substantial differences in how respondents compared eighth and tenth grades.

Most – **Students were most likely to say they had something stolen at school during the first half of the year. They were least likely to have been in a physical fight or been offered the opportunity to buy drugs.**

The percentages indicating that they had experienced the following things at school during the first half of the year were as follows: something stolen from me at school, 44%; someone threatened hurt at school, 23%; physically fought with someone at school, 18%; and someone offered to sell me drugs at school, 17%.

Within the above percentages, the percent saying that something had occurred more than twice were as follows: something stolen, 7%; offered drugs, 7%; threatened with hurt, 5%; physical fight, 3%.

Something Stolen – **More than two in five had had something stolen during the first half of the year.**

The percentage responses to the question about the number of times they had had something stolen during the first half of the year were as follows: never, 56%; once or twice, 37%; more than twice, 7%. Somewhat fewer students, 5%, said they had had something stolen in the tenth grade than in the eighth. The eighth grade responses were never, 51%; once or twice, 41%; more than twice, 8%.

Differences in the tenth grade responses appeared related to ethnicity both for never and for more than twice. Hispanic Americans were least likely to have had something stolen. Family type showed a difference related to not having had something stolen at school the first half of the year. Those living with their mother and stepfather were least likely to have had something stolen. Similar analysis of the 1988 survey data did not find any substantial differences.

Percentage Point Difference of 10 Percentage Points or More
Something Stolen

Never	PPD
African American 47% to Hispanic American 59%	12
Mother/stepfather 58% to other family 62%	12
More Than Twice	
Hispanic American and European American 6% to Native American 16%	10

Threatened Hurt – **Almost a fourth said they were threatened with hurt at school during the first semester.**

The percentage responses to the question about the number of times they had been threatened with hurt during the first half of the year were as follows: never, 77%; once or twice, 18%; more than twice, 5%. Some, 5%, were less likely to say they had been threatened in the tenth grade than in the eighth. The eighth grade responses were never, 72%; once or twice, 21%; more than twice, 6%.

Ethnicity and family type showed differences in the tenth grade responses. European Americans were least likely and Asian Americans were most likely never to have been threatened with hurt. Those living with their father only were least likely and those living with both parents were most likely to have been threatened. Family type and sex of student showed differences of 10 or 11 points when the eighth grade data were analyzed.

Percentage Point Difference of 10 Percentage Points or More
Threatened with Hurt

Never	PPD
Father only 66% to both parents 79%	13
European American 75% to Asian American 85%	10

Physical Fight – **Less than a fifth had been in a physical fight at school.**

The percentage responses to the question about the number of times they had been in a physical fight during the first half of the year were as follows: never, 82%; once or twice, 14%; more than twice, 3%. This question was not asked on the eighth grade survey.

Sex of students made a substantial difference with 91% of the girls saying they had not been in a physical fight as compared with 73% of the boys. Socio-economic status, family type, and ethnicity also showed differences. Asian Americans, those in the highest socio-economic quartile, and those living with both parents were least likely to have been in a fight.

Percentage Point Difference of 10 Percentage Points or More
Physical Fight

Never	PPD
Boys 73%; girls 91%	18
Father only 70% to both parents 85%	15
Lowest SES quartile 76% to highest SES quartile 88%	12
African American 77% to Asian American 89%	12

Offered Drugs – **Most tenth graders, 83%, said they had never been offered drugs at school during the first half of the school year.**

The percentage responses to the question about the number of times someone had offered to sell them drugs during the first half of the year were as follows: never, 83%; once or twice, 10%; more than twice, 7%. The percent indicating that someone had tried to sell them drugs in the tenth grade was 7% greater. The eighth grade percentages were: never, 90%; once or twice, 7%; more than twice, 3%.

Ethnicity and family type showed differences. Native Americans were least likely and African Americans were most likely to say they had never been offered drugs at school. Those living with their father and a stepmother were least likely and those living with both parents were most likely to say they had never been offered drugs. Ethnicity showed a difference related to this statement in the eighth grade analysis. Then, also, Native Americans were most likely to say they had been offered drugs.

Percentage Point Difference of 10 Percentage Points or More
Offered Drugs

Never	PPD
Native American 75% to African American 89%	14
Father/stepmother 73% to both parents 84%	11
Joiners 74% to stayers 84%	10

Discussion:
Although it is unfortunate that some youngsters have had things happen to them at school, the fact that the majority had not is encouraging. Sometimes media attention to events at one or two schools leads one to believe that bad conduct occurs frequently at most schools. For example, students responses in this survey make one wonder if drug dealing is as prevalent at all schools as the media sometimes makes it appear.

School Behavior

In order to ascertain an understanding of the tenth graders' school behavior a series of questions were asked. The tenth graders responses are grouped into the following areas: number of times occurring, absences, recognition at school, and homework and studying.

INAPPROPRIATE STUDENT ACTIONS

One inappropriate behavior was indicated much more frequently than others. Over three-fourths said they had been late at least once during the first half of the school year. The next most frequent poor behaviors were getting into trouble for not following school rules, 45%, and cutting classes, 38%. However, almost one out of ten had an in school suspension and 3% had been arrested the previous semester.

Most tenth graders, almost nine out of ten, had missed at least one day of school during the first semester. Almost two-thirds had missed three or more days. Two-thirds of the tenth graders gave illness as their reason for the last time they were absent. However, one in ten said they just didn't feel like going to school. In several instances the school and teachers appeared to pay little attention to absences. About an equal number of schools did nothing about students' absences as schools who called the student's home.

There was little difference in students' reported behavior when the six variables were examined. Only 15% of the overall comparisons showed a substantial difference. Each of the variables showed at least one substantial difference across its range. The percent of the 41 comparisons per variable that yielded differences of ten percent or more were as follows: family type, 22%; ethnicity, 34%; and socio-economic status, 12%; region, 12%; urbanicity, 7%; and sex of student, 5%.

It was not possible to make direct comparisons with the eighth grade data. In some instances, a similar question was asked but the time frame was different. For other behaviors, the eighth grade survey asked whether the behavior was a problem rather than whether the student had experienced it.

At Least Once – **The range in the extent to which tenth graders indicated seven inappropriate school behaviors had happened to them was from 1% being transferred to a different school for disciplinary reasons to 75% saying they had been late at least once during the first half of the school year.**

The percentages indicating that various things had occurred at least once were as follows: transferred to another school for disciplinary reasons, 1%; arrested, 3%; suspended or put on probation from school, 8%; inschool suspension, 13%; I cut or skipped classes, 38%; trouble for not following school rules, 45%; and late for school, 75%.

Many Times – **Students were most likely to indicate that they had been late several times during the first half of the year. About 1% said they had beer suspended several times during the first half of the year.**

The percentages indicating something occurred seven or more times were as follows: late for school, 14%; cut or skipped classes, 7%; in trouble for not following school rules, 5%; in-school suspension, 1%; suspended or put on probation from school, 1%. Only being late showed substantial differences related to the variables used in the study.

Late – **Being late to school was not unusual for tenth graders. A fourth said they had not been late any days during the first semester. At the other extreme, over a third had been late three or more times.**

The percentages indicating numbers of times they had been late to school during the first half of the school year were as follows: never, 25%; one or two times, 38%; three to six times, 23%; seven to nine times, 6%; 10 or more times, 8%. It is not possible to make an exact comparison with the eighth grade data because different time periods were used in the two studies. However, it would appear that being late continued to be something that students did at least once. The eighth grade survey asked how frequently the respondent had been late over the previous four weeks. The eighth grade responses were never, 63%; one or two days, 25%; three or four days, 7%; five to ten days, 6%; and 10 or more times, 2%.

Four of the six variables showed differences in the tenth grade analysis in relation to being late. Family type and region showed differences both in the percent indicating never and in the percent indicating they had been late seven or more times. Tenth graders living with their father only were most likely to have been late seven or more times. The tenth graders from the West were the least likely and those from the North Central area were the most likely to never have been late. Tenth graders from the Western region were most likely to have been late frequently. In fact, the Western region showed great diversity with almost one in five never having been late and slightly over one in five having been late at least seven times in half a year.

Hispanic Americans were the least likely and European Americans were the most likely never to have been late. Those living with their father only were least likely and those living with someone other than their parents were most likely to never have been late. Rural youngsters were somewhat less likely to have been late than were urban youngsters.

Percentage Point Difference of 10 Percentage Points or More
Late

Seven or More Times	PPD
Both parents 11% to father only 25%	14
South 11% to West 21%	10
Never	
West 18% to North Central 31%	13
Father only 16% to other family 28%	12
Hispanic American 17% to European American 27%	10
Urban 20% to rural 30%	10

Cut Classes – **Two out of five tenth graders had cut some classes during the first part of the school year.**

The percentages indicating numbers of times they had cut classes during the first semester were as follows: never, 62%; one or two times, 22%; three to six times, 8%; seven to nine times, 2%; 10 or more times, 5%. Again, four out of the six variables showed substantial differences in the percent who said they had not cut any classes. The largest difference in percentage points appeared for ethnicity with Native Americans being least likely and Asian Americans being most likely never to have cut classes during the first half of the year. Those from the Western region were least likely and those from the South were most likely to never have cut classes. Family type also showed a significant difference. Those living with their father only were least likely and those living with both parents or someone other than their parents were most likely to say they never cut classes. Urban youngsters were least likely and rural youngsters were most likely to have never cut a class.

None of the variables showed substantial differences in frequently cutting class.

Difference of 10 Percentage Points or More
Cut Classes

Never	PPD
Native American 47% to Asian American 66%	19
West 50% to South 68%	18
Father only 49% to both parents and other family 66%	17
Urban 59% to rural 69%	10
Joiners 61% to stayers 73%	12

Eighth graders were asked how frequently they had cut or skipped classes in the previous four weeks. The responses were never or almost never 91%; less than once a week, 7%; at least once a week, 2%; and daily 1%. Differences in the time period asked about also makes it difficult to compare tenth grade responses to those made in eighth grade.

Trouble Over Rules – Almost half had been in some kind of trouble over school rules.

The percentages indicating numbers of times they had been in trouble over school rules during the first half of the school year were as follows: never, 55%; one or two times, 32%; three to six times, 7%; seven to nine times, 2%; 10 or more times, 3%. Sex of student, ethnicity, and family type showed differences. Girls, 66%, were considerably more likely not to have been in trouble related to school rules than were boys, 44%. Asian-American tenth graders were most likely and Native-American tenth graders were least likely not to have been in trouble about school rules. Those living with someone other than a parent were most likely and those living with their father and stepmother were least likely to say they had never been in trouble because of school rules.

None of the variables showed substantial differences on the question of being in trouble seven or more times.

Percentage Point Difference of 10 Percentage Points or More
Trouble Over Rules

Never	PPD
Boys 44%; girls 66%	22
Native American 47% to Asian American 65%	18
Father/stepmother 45% to other family 60%	15
Joiners 47% to leavers and stayers 61%	14

In-School Suspension – More than one in ten tenth graders had received an in-school suspension during the first half of the year.

The percentages indicating numbers of times they had received an in-school suspension during the first half of the school year were as follows: never, 87%; one or two times, 10%; three to six times, 2%; seven to nine times, <1%; 10 or more times, <1%. This question was not asked in the eighth grade survey.

Ethnicity, socio-economic status, and family type all showed differences. Asian Americans, those from the highest socio-economic quartile, and those living with both parents were most likely not to have received an in-school suspension. Native Americans, those from the lowest socio-economic quartile, and those living with their father with or without a stepmother were most likely to have received such a suspension.

Percentage Point Difference of 10 Percentage Points or More
In-School Suspension

Never	PPD
Native American 76% to Asian American 91%	15
Lowest SES quartile 81% to highest SES quartile 94%	13
Father/stepmother, father only 78% to both parents 90%	12

Suspension – **Slightly less than one in ten said they had been suspended from school or put on probation during the first half of the school year.**

The percentages indicating numbers of times they had been suspended or put on probation during the first half of the school year were as follows: never, 92%; one or two times, 7%; three to six times, 1%; seven to nine times, <1%; 10 or more times, <1%. This question was not asked in the eighth grade survey. None of the variables showed a substantial difference.

Disciplinary Transfer – **Only 1% said they had been transferred to a different school for disciplinary reasons.**

The percentages indicating numbers of times they had been transferred to another school for disciplinary reasons during the first half of the school year were as follows: never, 99%; one or two times, 1%; three to six times, 0%; seven to nine times, 0%; 10 or more times, <1%. This question was not asked in the eighth grade survey. None of the variables showed substantial differences in the percent agreeing with the question.

Arrested – **A few, 3%, of the tenth graders said they had been arrested during the first half of the school year.**

The percentages indicating numbers of times they had been arrested during the first half of the school year were as follows: never, 97%; one or two times, 3%; three to six times, <1%; seven to nine times, <1%; 10 or more times, <1%. This question was not asked in the eighth grade survey. None of the variables showed substantial differences in the percent agreeing with the question.

Absences

Most tenth graders had missed at least one day of school during the first semester. Many had missed three or more days.

Number of Days – **Only 14% said they had not missed any school during the first half of the school year. About the same percentage had been absent more than ten days.**

The percentages of tenth graders indicating numbers of days absent during the first half of the school year were as follows: none, 14%; 1 or 2 days, 22%; 3 or 4 days, 26%; 5 or 10 days, 24%; 11 or 15 days, 7%; 16 or 20 days, 3%; 21 or more, 5%. The eighth grade survey asked about number of days missed in the previous four weeks. The responses were as follows: none, 45%; one or two, 34%; three or four, 13%; five or more 8%. It is not possible to make a comparison because of the different time periods, but both questions indicate that being absent was not uncommon for this group of students either in eighth or in tenth grade.

In the tenth grade analysis, ethnicity showed differences related to both never missing and to missing 16 or more days. Asian-American students were least likely to be absent from school while Hispanic Americans were least likely of those saying they never missed school; Native Americans were most likely to have missed the greatest number of days. Socio-economic status also showed a difference related to missing 16 or more days with the 3% of those in the highest quartile as compared with 13% of those in the lowest quartile missing that much school. Family type also showed a difference in relation to 16 or more absences with those living with both parents showing the lowest percent and those living with someone other than a parent showing the highest percent.

The difference across ethnic groups in the percent indicating no absences in the eighth grade study was 27 points with Native Americans being least and Asian Americans being most likely to have had no absences. In the eighth grade analysis socio-economic status showed at least ten points difference between lowest and highest socio-economic groups both in terms of no absences and in terms of frequent absences. Family type showed a difference related to no absence.

Percentage Point Difference of 10 Percentage Points or More
Number of Days Absent

Never missed	PPD
Hispanic American 11% to Asian American 22%	11
16 or more days	
Asian American 3% to Native American 14%	11
Highest SES quartile 3% to lowest SES quartile 13%	10
Both parents 5% to other family 15%	10

Reason – **Two-thirds of the tenth graders gave illness as their reason for the last time they were absent. However, one in ten said they just didn't feel like going to school.**

A variety of reason were given in addition to the 67% who said they missed school because they were sick. Several gave reasons directly related to family: had to care for family or friend, 6%; family was on vacation, 5%; had to get a job to help family, .2%. Some gave reasons related to alternative uses of time: didn't feel like going to school, 11%; and wanted to spend time with friends who are not in school, 1%. Less than one percent gave each of several reasons which dealt with what was happening at school: worried about safety at school, .2%; problems with a teacher or other adult, .4%; problems with another student or group of students, .4%; wasn't prepared for test or assignment, 2%; couldn't keep up with school work, .3%; felt didn't belong at school, .5%. A few, 7%, said they didn't remember. This question was not asked in the eighth grade survey.

Only three of the reasons, being sick, caring for a family member or friend, and not feeling like going to school showed differences of 10 percentage points or more when the variables were examined.

A difference appeared related to ethnicity and sickness and ethnicity and caring for a family member or friend. European Americans were most likely and Native Americans were least likely to say that their last absence was due to sickness. However, almost three-fifths of the Native Americans and over two-thirds of the European Americans gave this as the reason. Asian Americans were least likely and Native Americans were most likely to be absent because they needed to take care of someone else.

Percentage Point Difference of 10 Percentage Points or More
Reason For Last Absence

Was sick	PPD
Native American 55% to European American 68%	13
Had to care for family or friend	
Asian American 3% to Native American 20%	17

School's Response to Absences

Although some schools make a point of following up on absences, a surprising number do not. The findings also show that several students do not find that they get behind if they are absent.

Checking up – **Two out of five said the school did nothing about their absence. In about two out of five cases the school called the student's home. One in ten schools sent a letter. In a few cases, 2%, someone from school visited the tenth graders home and/or the tenth grader had to see a counselor.**

The percentages were as follows: school did nothing, yes, 41%; no, 43%; don't know, 15%; called tenth grader's home, yes, 39%; no 53%; don't know 7%; visited the tenth grader's home, yes, 2%; no 96%, don't know 3%; sent a letter home, yes, 10%; no, 86%; don't know, 4%; made the tenth grader see a counselor, yes, 2%; no 96%; don't know 2%. None of the variables showed substantial differences related to visiting the home or requiring the student to see a school counselor.

Ethnicity showed a difference in ranges of 10 percentage points related to the school's doing nothing, calling or sending a letter. It appeared that schools were least likely to contact the parents of European Americans and most likely to contact parents of Hispanic-American tenth graders. They were most likely to call Asian-American families.

Socio-economic status showed differences related to doing nothing and sending a letter but not to calling the home. Schools were least likely to follow up on the absence of those from the highest socio-economic quartile and most likely to follow up on those from the lowest quartile.

Percentage Point Difference of 10 Percentage Points or More
School System's Response to Absence

	PPD
Did Nothing	
Lowest 36% to highest SES quartile 48%	12
Hispanic Americans 33% to European American 44%	11
Called Student's Home	
Native American 28% to Asian American 46%	18
Rural 28% to urban 45%	17
Other family 32% to father and stepmother 49%	17
North Central 33% to West and Northeast 43%	10
Leavers 36% to joiners 48%	12
Sent a Letter	
Highest 6% to lowest SES quartile 17%	11
European Americans 8% to Native American 18%	10

Family type, region, and urbanicity also showed substantial differences in terms of whether the tenth grader knew that the school had called his or her home. Schools were least likely to have called the homes where the tenth grader was living with someone other than one of his or her parents and most likely to have called those living with their father and stepmother. Youngsters from the North Central region and from rural areas were less likely to have the school check on them then were youngsters from the West or Northeast and those from urban school systems.

Asking – **Only somewhat more than a fourth, 28%, of the tenth graders said that a teacher, counselor or other adult at school asked them where they had been. A few, 6%, said that a teacher had been mad or put them down in class because they had been absent.**

The variables did not show any differences of 10 percentage points or more in the range across subgroups for whether or not they thought a teacher had been mad at them or put them down because they were absent. However, there were differences related to family type in whether a teacher, counselor or other adult at school asked them where there had been. Less than one in five students who lived with someone other than a parent said that someone at school had asked them where they had been. Those who lived with their father and stepmother were most likely to have someone do so.

Percentage Point Difference of 10 Percentage Points or More
Direct Contact or Reference to Student's Absence

Teacher or other school person asked me where I had been	PPD
Other family 18% to father and stepmother 32%	14

Falling Behind – **About one in five, 21%, said they fell behind when they were absent. Only 15% said they did not need help with their homework after they were absent.**

Differences related to falling behind others appeared related to ethnicity and family type. African-American tenth graders were least likely and Native-American tenth graders were most likely to say that absences made them fall behind. Those living with their father and a stepmother were least likely and those living only with their father were most likely to say they fell behind.

The only difference in ranges of ten percentage points or more related to not needing help appeared in terms of region. Students from the South were least likely and those from the West were most likely to say they didn't need any help in catching up after they had been absent.

Percentage Point Difference of 10 Percentage Points or More
Falling Behind and/or Needing Help to Make Up Work

I fell behind	PPD
African American 19% to Native American 33%	14
Father and stepmother 16% to father only 29%	13
Didn't need to catch up on school work	
South 12% to West 22%	10

Help – **Over half, 55%, said that their teachers helped them to catch up. Over half, 53%, said that other students helped them, and some, 8%, indicated that someone else helped them to catch up.**

There were no substantial differences across the variables in the study in relation to someone else helping them to catch up. Ethnicity showed a difference of more than 10 percentage points related both to securing help from teachers and from students. Asian-American students were least likely to say they secured help from teachers and most likely to say they secured help from other students. Native Americans were least likely to say they received help from other students and most likely to say they received help from teachers. Girls and those students from families in the highest socio-economic quartile were most likely and boys and those from the lowest quartile were least likely to say they secured help from other students.

Percentage Point Difference of 10 Percentage Points or More
Sources of Help in Catching Up After An Absence

Teachers helped student catch up	PPD
Asian Americans 49% to Native Americans 64%	15
Nevers 54% to stayers 64%	10

Percentage Point Difference of 10 Percentage Points or More
Sources of Help in Catching Up After An Absence (continued)

Other students helped student catch up

Native Americans 39% to Asian Americans 57%	18
Boys, 45%; girls 61%	16
Lowest 47% to highest SES quartile 60%	13
Joiners 45% to stayers 62%	17

Discussion:
How important is it that a student not miss any classes? Not only did a surprisingly high percent of tenth graders say they were sometimes late, a surprisingly high percent also indicated that they missed more than one or two days of school. Did the fact that many said they did not fall behind and some said they did not have to catch up on work mean that they were such good students that they could keep up, or did it mean that their classes were moving so slowly that they really didn't miss much?

It is also of concern that some of the schools did not follow up either with parents or with the students themselves about unexcused absences. Granted large systems and parents working make it hard for school systems to get in touch with the family. Granted also that teachers may get tired of talking with students about absences. However, if no attempt is made there is little to keep high school students from feeling it is okay to miss school. Will this attitude carry over when they take jobs?

HOMEWORK AND STUDYING

The majority of tenth graders spent less one hour per day on homework outside of school. Over a third did little or no homework in school. Almost two-thirds said they did not have a study hall at school. However, even with the little time spent on homework, only about a fifth said they went to class without their homework done.

Overall, about one-fifth of the comparisons, 19%, yielded substantial differences. All of the variables yielded at least one substantial difference. The percent of the 12 comparisons per variable that yielded differences of ten percent or more were as follows: family type, 42%; ethnicity, 25%; region, 25%; socio-economic status, 8%; urbanicity, 8%, and sex of student, 8%.

In-School – **Over a third of the tenth graders did little or no homework at school. Only somewhat more than one in ten averaged at least two hours on homework at school.**

Forty-seven percent of the tenth graders said they did an hour or less of homework at school per week. The percentages were as follows: 0 hours, 10%; and 1 hour or less, 37%. Another 40% indicating spending less than an average of a little over an hour a day on homework in school including: 2-3 hours, 24%; and 4-6 hours, 16%. Only 13% indicated averaging two or more hours of study time in school per day. The percentages indicating more than six hours per week were as follows: 7-9 hours, 6%; 10-12 hours, 3%; 13-15 hours, 1%; and over 15 hours, 3%.

In the tenth grade analysis, the only difference appearing related to no homework in school appeared related to ethnicity where the range was from 8% of Asian Americans and European Americans to 20% of Native Americans doing no homework at school. The only difference in the percent spending over 10 hours in homework at school was regional with the range being from 5% of students in the Northeast to 19% of North Central students.

Percentage Point Difference of 10 Percentage Points or More
Hours Per Week Spent on Homework In School

	PPD
None	
European American and Asian American 8% to Native American 20%	12
10 or more hours	
Northeast 5% to North Central 19%	14

Study Halls – Almost two-thirds said they did not have a study hall in a typical day.

The percentage responses according to the number of study halls in a typical day were as follows: none, 64%; one, 27%; two, 6%; three or more 2%. This question was not asked in the eighth grade study.

This is one of the few items in the study where there were marked regional and urbanicity differences. Almost half of the students in the Northeast said they didn't have a study hall in a typical day as compared with four-fifths of those in the Western region. Urban students were less likely to have a study hall than were rural students. A difference also appeared related to ethnicity with African Americans being least likely and European Americans most likely to have a study hall in a typical school day. Family type also showed a substantial difference with those living with their father only being least likely to have study halls at school.

Percentage Point Difference of 10 Percentage Points or More
Number of Study Halls in a Typical Day

	PPD
None	
Northeast 49% to West 81%	32
Rural 52% to urban 71%	19
Father/stepmother 57% to father only 73%	16
European American 61% to African American 72%	11
Stayers 57% to leavers 67%	10

Out of School – **The vast majority of tenth graders indicated spending less than an average of an hour a day on homework out of school. A third said they spent less than an hour a week on homework outside of school.**

A third of the tenth graders said they usually spent less than an hour per week on homework out of school. That percentage includes the following: 0 hours, 8%; and 1 hour or less, 25%. The amount of time that 45% of the tenth graders indicated would average out to less than one hour per day, including the following amounts of time: 2-3 hours, 28%; and 4-6 hours, 17%. Only 23% indicated spending time on homework which would average out to at least an hour a week. Very few spent an average of two hours per day on homework. The percentages were as follows: 7-9 hours, 9%; 10-12 hours, 7%; 13-15 hours, 4%; over 15 hours, 3%.

Socio-economic status showed a difference in the percentage spending 10 or more hours on homework with a third of those in the highest quartile spending this amount of time compared with somewhat over one tenth of those in the lowest quartile. Family type showed differences in relation to spending 10 or more hours on homework outside of school as well as spending no time out of school. Those living with their father only were least likely and those living with someone other than their parents were most likely to study outside of school.

Percentage Point Difference of 10 Percentage Points or More
Hours Per Week Spent on Homework Out of School

None	PPD
Other family 5% to father only 23%	18
10 or more hours	
Lowest SES quartile 13% to highest SES quartile 34%	21
Father only 14% to other family 28%	14

Basic Subjects – **The subjects seemed to make little difference in the amount of time spent in or out of school on homework. Over 70% said they spent an hour or less per week on homework in school per week and slightly over 60% said they spent an hour or less per week out of school on Math, Science, or English homework.**

The percentages according to the number of hours per week spent on homework out of school were as follows: Math: 0-1, 64%; 2-6, 29%; 7-12, 3%; 13 or over, 1%; not taking this course, 3%; Science: 0-1, 62%; 2-6, 27%; 7-12, 3%; 13 or over, <1%; not taking this course, 9%; English: 0-1, 64%; 2-6, 31%; 7-12, 3%; 13 or over, 1%; not taking this course, 2%; History: 0-1, 48%; 2-6, 22%; 7-12, 2%; 13 or over, <1%;, not taking this course, 29%. The responses were not examined for differences related to variables.

The pattern of a large number of students not doing homework continued from the eighth to the tenth grades. The eighth grade percentages indicating they spent no time or less than an hour per week on various kinds of homework were as follows: Math, 51%; Science, 63%; English, 59%; Social Studies, 56%; other subjects, 57%.

Homework Not Done – **Even with not spending many hours on homework, most, 82% said they rarely or never went to class without having their homework done. However, almost one in five who said they often or usually went to class without having completed their homework.**

The percent who said they never went to class without their homework done decreased from the eighth to the tenth grade. The percentage saying they often or usually did so remained about the same. The percentages according to frequency of going to class without having homework completed were as follows: never, 19%; seldom, 62%; often, 13%; and usually 6%. The percentages found in the eighth grade survey were never, 28%; seldom, 51%; often, 14%; and usually 8%.

Going to school without homework may have become more pervasive across characteristics between the eighth and tenth grades. Ethnicity, socio-economic status, and family type showed differences of 10 percentage or more in the eighth grade responses. Only family type showed a substantial difference in the percent saying they often or usually went to class without their homework being completed. Those who lived with their father only were most likely to frequently attend without homework.

Percentage Point Difference of Ten Percentage Points or More
Go to Class Without Having Homework Done

Often or Usually	PPD
Both parents 16% to father only 27%	11
Stayers 6% to 23% joiners	17

Prepared for Class – **One in ten often or usually went to class without paper and pencil; almost the same number often or usually went to class without books.**

The percentages indicating going to class without paper and pencil were never, 45%; seldom, 44%; often, 8%; and usually, 3%. The percentages indicating going to class without books were never, 55%; seldom, 38%; often, 4%; and usually, 3%. Somewhat more tenth graders went to class with paper and pencil and books than they did as eighth graders. The percentages found in the eighth grade survey were: paper and pencil: never, 30%; seldom, 48%; often, 14%; and usually, 9%; books: never, 50%; seldom, 40%; often, 6%; and usually, 4%..

Three substantial differences appeared in the tenth grade data but they did not form a pattern. Boys were more likely to say they often or usually went to class without paper and pencils. Those living with someone other than either parent were most likely to indicate they never went to class without paper and pencil. Tenth graders from the South were least likely and those from the North Central region were most likely say they never went to class without paper and pencils. Ethnicity was the only variable showing a difference in the percent who said they went to class without their books. European American tenth graders were least likely and Native Americans were most likely to do this.

Percentage Point Difference of Ten Percentage Points or More
Go to Class Without Having Supplies

Go to school without paper and pencil	PPD
Often or Usually	
Girls 6%; boys 16%	10
Never	
Father/stepmother 36% to other family 48%	12
South 40% to North Central 51%	11
Go to school without books	
Often or Usually	
European Americans 5% to Native Americans 16%	11

Discussion:
It is hard to decide whether to be concerned about the large number of students who appear to do relatively little homework. The finding in the eighth grade data was of concern but it was expected that students would settle down in high school and do a lot more studying. It is possible that teachers have given up and just don't give much homework. However, even if teachers have found new teaching strategies that make homework less necessary or have realized that some homework of yesteryear was primarily busy work and not essential to students learning, there may be problems with not expecting students to study extensively outside of class. Regardless of whether it helps them to master what is expected in the tenth grade, spending little time studying outside of class may lessen the students' ability to build the skills and discipline needed for them to learn on their own when they are out of school. Also, more youth apparently have their evenings and weekends free which may, or may not, leave more time for inappropriate social behavior.

Dropouts

The National Educational Longitudinal Study which started in 1988 was interested in identifying how many of the original sample were still in school at the time their cohort reached the tenth grade.

WHAT HAPPENED TO THE EIGHT GRADE SAMPLE

Among the 20,706 eighth graders that they attempted to follow, 5 were deceased, 116 were out of the country, 61 were ineligible, 549 refused, 182 couldn't be located, 529 were listed as other nonrespondents, and 19,264 participated. Additional students were added to "freshen" the sample, to bring the sample number back up to, 20,706.

Percent Dropped Out – **From 7% to 8% of the eighth graders in the study had dropped out of school before the tenth grade.**

Among the reconstructed sample of 20,706, 85% were enrolled in the tenth grade, 3% in another grade, and 12% could not be shown to be in school. When weighted with corrections made for over sampling, the percentages were 89% in tenth grade, 4% in another grade, and 7% not in school. In addition to the 7% who were known not to be in school at the time of the survey, 1% of the others had dropped out at least once before but had returned to school.

Three percent dropped out during the spring term of 1989; 2% dropped out during the fall of 1989; and 2% dropped out during the spring of 1990 before the survey was taken. Information apparently was secured from enough of the sample so that among 17,959 students for whom complete information was available, 5% were dropouts.

The data in this section are based on information from dropouts that was included in the main data base. The separate tape providing dropout data was not available at the time this analysis was done.

DEMOGRAPHIC CHARACTERISTICS OF DROPOUTS

There was a good deal of diversity in the characteristics of dropouts. Although some characteristics such as being old for one's grade showed higher proportions of dropouts, some youth with each of the study variables dropped out of school. Both boys, 11%, and girls, 10%, dropped out of school. Although youth from backgrounds other than European American were more likely to have dropped out of school, European Americans accounted for a high percentage of the dropouts. Those from lower socio-economic status families were more likely to have dropped out than were others.

Data were not given which would identify the percent of drop out by region, urbanicity, or school enrollment in accordance with government regulations protecting confidentiality.

Although certain family factors lead to higher percentages of dropouts, the majority of those showing those factors were still in school. Eighth grade school risk factors also showed some relationship but the majority of those with high school risk factors in eighth grade were still in school two years later.

Age – **Relatively few of those who were 15 or 16 at the time of the study had dropped out of school. Over a third of those who were eighteen or older in 1990 had left school without completing the tenth grade.**

The percent of each birth year that had dropped out of school by the time of the study were as follows: 1972, 36%; 1973, 10%; 1974, 2%; 1975, less than a tenth of a percent. On the other hand, because 18 year olds (birth year 1972) made up only 6% of the total sample, when one looks at the birth years of those who dropped out the highest percentage was 17 years of age. The percentage of dropouts according to birth year was as follows: 1972, 33%; 1973, 45%; 1974, 15%; 1975, .01 %.

Sex of Student – **The difference in the percent of boys, 11%, and of girls, 10%, dropping out was very slight.**

Ninety percent of the girls who had been in the sample in the eighth grade were in school in the tenth grade as compared with 89% of the boys. However, when the sex of the dropouts was examined, a greater difference appeared -- 53% were boys and 42% were girls.

Ethnicity – **The percentages of each ethnic group that had dropped out of school by the time the study was taken were as follows: Asian American, 2%; European American, 4%; African American, 8%; Hispanic American, 10%; and Native American, 11%.**

An additional percentage was listed as unknown in addition to the percentage that the survey group could prove were not in school. They might be dropouts or they might have entered another school leaving no records or trace. The additional percentage of unknowns was as follows: European American, 4%; African American, 5%; Asian American and Hispanic American, 7%; and Native American, 11%. If the unknowns were also dropouts, this would mean that for the lowest two groups, Asian Americans and European Americans, slightly more than one in ten who had been in eighth grade had dropped out of school before the second semester of the tenth grade. At the other extreme, it would appear that as many as one in five Native American had dropped out of school by the tenth grade. The percentages of each ethnic group shown to be in school at the time of the survey were as follows: European American, 92%; Asian American, 90%; African American, 86%; Hispanic American, 83%; and Native American, 81%.

However, even though other ethnic groups showed higher rates dropping out, because the majority of tenth graders were European American, among those who had dropped out and those whose whereabouts were unknown over half were European American. The ethnic make-up of the group who known to be out of school at the time of the survey was as follows: Asian American, 2%; Hispanic American, 24%; African American, 16%; European American, 55%; Native American, 3%. Among the unknowns the percentages were: Asian American, 10%; Hispanic American, 20%; African American, 13%; European Americans, 55%; Native American, 2%. The make-up of the group still in school was as follows: Asian American, 6%; Hispanic American, 13%; African American, 10%; European American, 69%; Native American, 1%.

Socio-economic Status – **Youngsters from the lowest socio-economic status quartile, 13%, were most likely and those from the highest quartile, 1%, were least likely to have dropped out of school by the time they were in the tenth grade.**

Youngsters from the lowest socio-economic status quartile, 13%, were most likely and those from the highest quartile, 1%, were least likely to have dropped out of school by the time they were in the tenth grade. Among those who had dropped out of school, 62% were from the lowest socio-economic quartile, 22% from the next to lowest, 11% from the next to highest and 5% from the highest socio-economic quartile. Among those still in school the percentages from lowest to highest quartile were 22%, 24%, 24%, and 29%. (The not-determined group is not included).

Discussion:

Those concerned about the relatively high percentage of youth who do not complete high school have to consider both factors resting with the teens and factors resting with the school system which make staying in school unattractive. It is likely that not fitting with the dominant culture in the school, whether that culture be age, ethnic, or socio-economic status related, may be one reason why youngsters leave school.

DROPOUTS' FAMILIES

Although some of the dropouts were married and/or had one or more children, the percentage was relatively small. Dropouts were more likely to be living with their mothers or other female adults than they were to be living with their fathers. Although certain family factors lead to higher percentages of dropouts, the majority of those showing those factors were still in school.

Spouse/Other – **Among the dropouts slightly over one in ten said they had a spouse living in their household. Less than one in ten said that a boy or girl friend lived in their household.**

Looking at the data in another way, among those who said they were living with a spouse, half were still in school and half had dropped out of school before the survey was taken. Among those who said that a boy or girl friend lived in their household, almost two-third were still in school and over a third had dropped out.

Own Child – **About one in five of the dropouts said that they had a child of their own living in their household.**

Among those who said that they had a child or children living of their own living with them, two thirds were in school at the time of the survey and one third had dropped out.

Father – **Two-fifths of the dropouts did not seem to have a father or father substitute in their household. About a third of the dropouts said that they were living with their father, 16% a stepfather, and 14% some other adult male.**

Among those who had dropped out of school, 31% indicated a father, 16% indicated a stepfather, and 14% indicated another adult male living in their household. However, looking at the data another way, among those who were living with their fathers, 3% had dropped out of school compared with 13% who lived in a household without their father.

Mother – **Many more, seven out of ten, said that they were living with their mother, 70%, another adult woman, 16%, or a stepmother, 3%.**

Looking at the data another way, five percent of those living with their mothers had dropped out of school as compared with 17% who were not with their mothers.

Family Risk Factors – **Only 1% of those showing none of the family risk factors identified by the NELS staff in 1988 had dropped out of school as compared with 12% of those who had two or more family risk factors.**

Among those still in school, as eighth graders 58% showed none of the family risk factors used by the NELS:88 team, 25% showed one, and 17% showed two or more. Among dropouts, 17% had shown none of the risk factors as eighth graders, 31% showed one, and 52% showed two or more. The risk factors counted by the NELS study staff were single parent, income of less than $15,000, parents do not have a high school diploma, sibling dropped out of school, home alone three or more hours in the eighth grade, and limited English proficiency.

Looking at the data another way, among those who had two or more risk factors, 82% were still in school, 12% had dropped out, and 5% were unknown.

Discussion:

The family characteristics which some experts say are key factors in dropouts seemed to have some effect but not to be a major explanatory factor. Although pregnancy and/or marriage are reasons why some youth drop out of school, that did not seem to be the most prevalent reason for these tenth graders. The fact that more were living with a mother only also raises some questions in terms of whether family finances were a problem.

SCHOOL PERFORMANCE

A career-focused school program, school proficiency and ability to cope with tests seemed to be factors related to whether a student left school. Although some of the boys and girls who dropped out showed excellent ability on the NELS tests, many did not do well and showed problems in reading and/or math proficiency. It is also to be noted that many youth who showed difficulty in doing well in school did not drop out. Eighth grade school risk factors which included attitude and comfort as well as behavior and grades also showed some relationship but the majority of those with a high degree of school risk factors in eighth grade were still in school two years later. Language did not seem to make a difference.

High School Program – **Students in a general high school program were most likely to drop out of school and those in a college preparatory program were least likely to do so. Among the dropouts 66% were in the general program, 6% in a vocational program, and 1% in a college preparatory program.**

Among those who dropped out of school, 63% were in a general program as compared with 17% in a vocational program and 8% in a college preparatory program. The comparable percentages for those in school were general program 42%, vocational program 15%, and 33% in a college preparatory program. However, when looked at in terms of the percent of those in each kind of program that had dropped out of school, the differences did not look nearly as great. The percentages were as follows: general, 9%; vocational, 7%; college prep, 8%.

Excelling In School

Although some of the boys and girls who dropped out showed excellent ability on the NELS tests, many did not do well and showed problems in reading and/or math proficiency. It is also to be noted that although many youth who showed difficulty in doing well in school did not drop out.

Test Scores – **Although considerably more dropouts scored in the lowest quartiles on the NELS tests, a few of the dropouts were in the highest quartile - 67% lowest quartile to 4% in the highest on overall score.**

The comparative percentages for those in school were 24% in the lowest quartile and 26% in the highest. Eighty-four percent of the dropouts scored in the lower half on the tests as compared with 49% of those in school. Among those in the lowest quartile on the composite test score, 9% were dropouts as compared with half of one percent of those who scored in the highest quartile.

Main Subjects – **There were differences in the various components. The percent of dropouts in the lowest quartile ranged from 51% in Science to 69% in Math. The percent of dropouts who placed in the highest quartile on the tests ranged from 3% in Math to 5% in History.**

It is to be noted, however, that relatively few of those who scored in the lowest quartile on the tests had dropped out of school. The range in the lowest test quartile was from 7% in History to 10% in Math.

Reading Proficiency – **Over twice as many of the dropouts, 29%, were judged to be under Level 1 in reading proficiency as were those in school, 11%. Only one in five of the dropouts were judged to be at Level 2 as compared with half of those who remained in school.**

Only 1% of those judged to be at Level 1 in reading proficiency had dropped out of school as compared with the 7% who were judged to be below Level 1 in reading proficiency.

Math proficiency – **Almost three times as many dropouts, 30%, were judged to be below the first proficiency level in math as were those who remained in school, 11%. However, only .1% of the dropouts were in the top level in math proficiency as compared with 24% of those who remained in school.**

Only .1% of those who were at Level 4 in Math dropped out of school as compared with 7% who were below Level 1 and 6% who were at Level 1.

School Risk – **Although more of those who dropped out showed a higher number of school risk factors than did those who remained in school, some youngsters who had low risk scores in the eighth grade had dropped out of school by the time their cohorts reached the tenth grade and many who showed higher risk were still in school.**

Among the dropouts, 12% had shown from 0 to 2 risk factors in 1988, 27% showed 3-5, 26% showed 5 or 6, and 35% showed 7 or more of the risk factors. The factors included such things as being bored in school, being late, absences, and school behavior. Comparable percentages for those who were still in school in the tenth grade were as follows: 28% had shown from 0 to 2 risk factors in 1988, 36% showed 3-5, 22% showed 5 or 6, and 13% showed 7 or more of the risk factors.

Looking at the data another way, among those who showed little or no risk on the items examined in 1988, 94% were still in school, 2% had dropped out and the whereabouts of 4% wasn't known. Among those who had 7 or more risk factors, 84% were still in school, 11% had dropped out, and 5% were unknown.

The above findings came from unweighted data from 18,394 respondents; 16, 825 in school (92%); 822 dropped out of school (4%); 725 not known (4%).

Language

Proficiency in language did not seem to be a factor in whether or not a student had dropped out of school. In the section on characteristics of all respondents it was found that perception of skill in language had increased markedly between the eighth and tenth grades.

Other Language – **The fact that another language was spoken at home did not seem to be a major factor in school drop out. Among those who dropped out of school 27% said another language was spoken at home as compared with 22% of those still in school.**

Looking at the data a different way, among those who said another language was spoken at home, 93% were still in school and 6% had dropped out as compared with 95% and 5% of the tenth graders whose family only spoke English.

English Proficiency – **Among those who said another language was spoken at home, two-thirds or more of the dropouts felt they could deal with English very well as compared with about 80% of those who remained in school.**

Among those where another language was spoken in the home, the percentages saying very well to the following categories were as follows: understands spoken English, 76% of the dropouts; 84% of those who remained in school; speaks English, 69% of dropouts; 81% of those in school; reads English, 67% of dropouts; 80% of those in school; writes English, 67% of dropouts; 77% of those in school.

The drop out rate was higher for those who said not very well than for those who said they could deal with English very well. For those who have dropped out of school the percentages for saying very well and those saying not very well were: understands spoken English, very well, 6% not very well 9%; speaks English, 65% to 13%; reads English, 6% to 12%; writes English, 6% to 15%.

Discussion:
It is clear from the findings in this section that some youngsters persevere and complete high school even though they have to work hard and seldom excel. However, lack of success can be a factor which tips the balance toward dropping out of school. It is important that both school and nonschool programs need to give more attention to providing youth who are likely to lack the kinds of skills needed for success in school with help in developing those skills.

The fact that more of the dropouts had been in a "general" program is of interest for two reasons. One it suggests that the lack of visible career preparation may be a factor. The other is the concern for the kind of jobs that youth get who only have had a general education for the years that they were in high school.

VIEWS OF SELF

Self-concept and locus of control showed slight differences between those who dropped out of school and those who did not. Although those with lower self-concepts showed higher percentages dropping out, many remained in school. And, some of those with high self-concepts dropped out of school. Dropouts included both those with internal and those with external loci of control. However, those with low scores (more externally controlled) were more likely to drop out than were those with high scores.

Self-Concept – **There appeared to be a slight difference between those still in school and those who had dropped out of school in terms of self-concept - 33% of the dropouts had a low self-concept as compared with 27% of those who remained in school; 18% of the dropouts had a high self-concept as compared with 25% of those who remained in school.**

Looking at the data another way, as measured by the few items included in the NELS survey, 3% of those with high self-concept dropped out of school as compared with 4% of those with lowest and next to lowest self-concept quartiles.

Locus of Control – **The difference was a little greater when locus of control was examined – 40% of those who had left school had a low locus of control score (external control) as compared with 24% of those still in school; 18% of the dropouts had a high score (self-control) as compared with 25% of those still in school.**

Among those in the different quartiles categorized by self control, 6% of those in the lowest quartile (most external control) had dropped out of school compared with 3% of those in the highest quartile (most internal control). The lowest percentage dropping out, 2%, appeared for those in the next to highest quartile.

Discussion:
Overall self-concept as measured in this survey appeared to affect some dropouts but not to affect others. It did not appear to be a major factor in whether students dropped out of school. That is somewhat perplexing in that lack of success in school, which showed more relationship, might be thought to lead to lower self-esteem. It would appear that teens' self-esteem is not highly dependent upon their success in school.

Locus of control as measured in this study seemed to have even less effect than did self-concept. Either the measures are inadequate or dropping out of school is no more associated with a youngster's being internally controlled or believing strongly that fate controls his or her life.

EMPLOYMENT

There did not seem to be substantial differences between the hourly earnings of the dropouts and those who had worked part time while they were in school. Responses to questions about future work raise questions about whether the tenth grade dropouts were being unrealistic or if they were viewing their present situation as a temporary stop in their education.

Hourly Wages – **Current hourly wages indicated by dropouts showed a similar range to those indicated by students in school.**

However, somewhat higher percentages of the dropouts were earning $5.00 or more an hour. The range for dropouts was from 6% earning less than $2.50 per hour to 34% earning $5.00 or more. The range for those in school was from 8% earning less than $2.50 to 22% earning $5.00 or more.

Occupation – **The only substantial difference between dropouts and those in school in terms of the percent expecting to be in particular kind of work when they were thirty appeared related to professional work such as law, science, medicine. There was very little difference in the percent expecting to be a homemaker and not holding a job or those expecting not to work.**

The percentages expecting to be in the kinds of professional positions which required excelling in college were dropouts, 8%; in school, 19%. The percent responding to other selected occupations were homemaker: dropouts, 3%; in school, 2%; clerical: dropouts, 9%; in school, 3%; sales: in school, 2%; dropouts 1%; laborer: dropouts, 4%; in school, 1%; farmer: dropouts, 4%; in school 1%; military: dropouts, 4%; in school, 3%; and service: dropouts, 5%; in school, 1%.

Looking at the data in another way, among the percent of the respondents who indicated they expected to be in selected occupations when they were thirty, but who were not in school in the tenth grade, 2% aspired to be teachers to 20% expected to be in clerical, operative positions, or service positions, 25% expected to be farmers and 36% expected to be laborers. It is to be noted that although higher percentages of dropouts showed in these five positions, the majority of those expecting to be in those positions in thirty years were still in school.

Discussion:
Do these findings suggest a lack of realism on the part of middle teens? How can they expect to move into positions which require high school diplomas and further training if they leave school and do not get that training? It is of interest that there was little difference in the percent expecting to be homemakers. This was low both in the dropouts and those who remained in school. Will the laboring jobs and the clerical and service positions that over half of the students expected to have when they are thirty actually be there?

These findings offer a good deal of food for thought for those doing career education programs both prior to the time youth drop out of school and after the youth have dropped out of school.

CLOSENESS WITH DROPOUTS

On the assumption that youngsters whose siblings and/or friends had dropped out of school would be more likely also to drop out of school, two questions were asked of those still in school. However, the data set did not include such information for the dropouts so it is not possible to test that hypothesis.

It would appear that a fairly substantial percentage of tenth graders know youth who have dropped out of school quite well. In some cases it is a sibling. In other cases it is a friend. Native Americans, those in the lowest socio-economic quartile and those living with their father only were most likely to know students who had dropped out of school.

Siblings – **Fifteen percent of all tenth graders had one or more siblings leave school before completing high school. Ten percent indicated one and 5% indicated two or more of their siblings left school.**

Substantial differences appeared related to socio-economic status, ethnicity, and family type. Over a fourth of those in the lowest socio-economic quartile had had a sibling drop out of school. Almost a third of Native Americans had had a sibling drop out of school.

Percentage Point Difference of 10 Percentage Points or More
One or More Siblings Dropped Out of School

	PPD
Highest SES quartile 5% to lowest SES quartile 28%	23
Asian American 13% to Native American 31%	18
Both parents 10% to father only 27%	17
Stayers 10% to joiners 22%	12

The percent of this group who had a sibling who had dropped out of school increased from 10% when they were eighth graders to 15% in this survey of tenth graders. Asian-Americans youngsters still showed the lowest percent with a brother or sister who had dropped out of school. Their percentage increased from 10% to 13%.

Friends – **One-fourth said that at least some of their friends had already dropped out of school. However, only 2% indicated that most or all of them had done so.**

The percentage responses to the question of how many of their friends had left school were as follows: none of them, 74%; some of them, 24%; most of them, 2%; all of them .2%. Ethnicity, family type, socio-economic status, and region showed substantial differences. Slightly more than two out of five Nature Americans had at least some eighth grade friends who had left school as compared to one out of five Asian-American tenth graders. One out of five tenth graders who lived with both parents compared to two out of five who lived with someone other than either parent had at least some eighth grade friends who had left school. About two out of every five tenth graders from the lowest socio-economic quartile had friends who had dropped out of school. About a third of the tenth graders from the South had friends who were dropouts as compared with one-fifth of Northeast and North Central tenth graders.

Percentage Point Difference of 10 Percentage Points or More
At Least Some Eighth Grade Friends Have Left School

	PPD
Asian American 20% to Native American 42%	22
Both parents 20% to other family 40%	20
Highest SES quartile 22% to lowest SES quartile 40%	18
Northeast and North Central 20% to South 32%	12
Nevers 23% to joiners 40%	17

Discussion:
Because this question was not asked of dropouts, we will not see the relationship to actual dropping out of school until the senior year data is available. It is clear though that regardless of the variable examined in this study, many youngsters have siblings or friends who have left school before the tenth grade.

Future Expectations

The future expectations of tenth graders were approached in a variety of ways. Content related to the future has been grouped into the following areas: amount of schooling, factors influencing choice of college, other expectations held by those close to the tenth grader, and expected occupation.

AMOUNT OF SCHOOLING

Considerable attention was given to the amount of schooling the tenth grader expected to complete and the tenth grader's perception of others' expectations related to further schooling.

Overall, less than one in five, 17% of the comparisons yielded substantial differences across ranges. The percent of the 87 comparisons per variable that yielded differences of ten percent or more were as follows: family type, 36%; ethnicity, 31%; socio-economic status, 30%; sex of student, 5%; and urbanicity, 2%. Region did not show any substantial differences.

Tenth Graders' Expectations

As in the eighth grade survey, the NELS questionnaire collected data on how far the tenth graders thought they would go in formal education. All except 2% of the tenth graders said they thought they would graduate from high school. Most tenth graders thought they would continue their education after high school.

Graduating – Almost all tenth graders, 98%, expected to graduate from high school.

Most, 86%, were very sure they would graduate. Another 13% said they probably would graduate. Only 2% said they probably or definitely would not graduate from high school.

Hispanic-American tenth graders, those from the lowest socio-economic status quartile, and those living with someone other than a parent were least sure that they would graduate from high school. But over 70% of these three groups expected to graduate.

Percentage Point Difference of 10 Percentage Points or More
Very Sure They Will Graduate From High School

	PPD
Lowest SES quartile 76% to highest SES quartile 93%	17
Hispanic American 72% to European American 88%	16
Other family 75% to both parents 88%	13

The percentage believing that they definitely would complete high school increased slightly since the eighth grade survey. That survey found that 98% thought they would graduate from high school and that 83% were very sure that they would do so. Socio-economic status, ethnicity, and family type showed differences in the eighth grade responses.

When – Most, 91%, of the current tenth graders thought they would complete high school in two more years.

A few, 2%, thought they would be through before two years, and 4% were sure it would take them three or four years. Another 4% said they didn't know.

The percentages showed an 11 percentage point range related to socio-economic status with those in the lowest quartile being least likely and those in the highest quartile being most likely to graduate in two years. However, more than 80% of even the lowest quartile expected to graduate in two years.

Percentage Point Difference of 10 Percentage Points or More
Expect to Graduate in Two Years

	PPD
Lowest SES quartile 86% to highest SES quartile 97%	11

This question was not asked in the eighth grade survey.

Continuing after High School – Most tenth graders thought they would continue their education after high school. About three-fifths were very sure they would continue.

Only a tenth (7% probably won't and 3% definitely won't) thought they would not continue their education as compared with 61% who were very sure they would and another 29% who thought they probably would.

There was a major difference in relation to socio-economic status with 40% of those in the lowest and 83% of those in the highest socio-economic status quartile saying they were sure they would continue their education after high school. In addition youth of Asian-American heritage, those living with both parents, and girls showed the highest percentages indicating that they would continue beyond high school.

Percentage Point Difference of 10 Percentage Points or More
Very Sure They Will Continue Schooling Beyond High School

	PPD
Lowest SES quartile 40% to highest SES quartile 83%	43
Native American 47% to Asian American 69%	22
Father/stepmother 51% to both parents 65%	14
Boys 56; girls 66%	10

The percent who were very sure they would continue their schooling after high school remained about the same in the eighth and tenth grade surveys. Most, 88%, of the eighth graders had expected to continue their schooling beyond high school. About three fifths, 61%, were very sure that they would continue their schooling after high school.

How Far – Almost four-fifths of the tenth graders expected to complete at least two years of schooling beyond high school. Over half expected to graduate from college and within that total, more than one in ten expected to earn a master's degree or equivalent and more than one in ten expected to earn a doctorate or equivalent.

Three percent of the tenth graders that they did not expect to complete high school. Only 12% expected to stop their schooling when they graduated from high school. Among the 13% who expected to go to a vocational, business, or trade school, 9% expected to complete a two-year program. Among those expecting to go to college, 3% expected to go less than two years, 14% two or more years including a two year degree, 30% expected to earn a baccalaureate degree, 13% a Master's degree or equivalent and 12% a Ph.D, M.D., or advanced professional degree.

Out of nine categories used in study five showed substantial differences relating to ethnicity, four family type and four socio-economic status. The seven variables showed no substantial differences in relation to four others: the percent who expected not to complete high school, to attend vocational, business or trade school for two years or less, two years of trade school, or to attend college for two or more years including a two year degree.

Percentage Point Difference of 10 Percentage Points or More
How Far Beyond High School

	PPD
Graduate from high school	
Highest SES quartile 2% to lowest SES quartile 23%	21
Both parents 9% to other family 22%	13
Asian American 8% to Native American 18%	10
College program - two or fewer years	
Asian American 9% to Native American 19%	10
Other family 9% to father/stepmother 19%	10
College program - four or five years (degree)	
Lowest SES quartile 18% to highest SES quartile 38%	20
Native American 19% to Asian American 30%	11
Other family 22% to both parents 33%	11
Master's degree or equivalent	
Lowest SES quartile 6% to highest SES quartile 25%	19
Other family 5% to father only 19%	14
Native American 5% to Asian American 17%	12
Ph.D or equivalent	
Lowest SES quartile 6% to highest SES quartile 20%	14
Native American 10% to Asian American 20%	10

The percent expecting to stop their schooling after high school remained about the same between eighth and tenth grade. Eleven percent of the eighth graders expected to stop with high school graduation. The percent expecting to go to a vocational or trade school increased from 9% to 16%. It is not possible to make a direct comparison in relation two years of college in that the eighth grade question was asked somewhat differently. The eighth grade responses were as follows: will attend college, 13%; will graduate from college, 43%. Fewer tenth graders than eighth graders thought they would stop after graduating from college; about the same percent thought they would do advanced work. Among the eighth graders 23% thought they would do advanced work after completing a baccalaureate degree. Ethnicity, socio-economic status, and family type also made a difference in the eighth grade as to the percent who thought they would graduate from college.

When – About three-fifths of the tenth graders expected to go on to college right after high school. Some, 17%, expected to wait a year or more, and some, 10%, didn't know when they would go to college.

Only 2% expected to wait more than a year (15% a year) before going to college. Fourteen percent said they did not plan to go to college.

Socio-economic status made the most difference in planning to go on to school right after high school. Twice as many of the tenth graders in the highest socio-economic quartile as in the lowest quartile said they were going on right after high school. Substantial differences appeared related to ethnic heritage with Asian Americans being most sure they would go on right after high school. In regard to family type, tenth graders living with father and a stepmother were more likely to plan to go on to college right after high school than were others. Those who expected to wait more than a year before attending college appeared in about the same percentage in each of the subgroups of the seven variables. There were no substantial differences. This question was not asked in the eighth grade survey.

Percentage Point Difference of 10 Percentage Points or More
When Education Will Be Continued

	PPD
Right after high school	
Lowest SES quartile 39% to highest SES quartile 81%	42
Native American 43% to Asian American 77%	34
Other family 43% to father/stepmother 65%	22

Percentage Point Difference of 10 Percentage Points or More When Education Will Be Continued (continued0

One year after high school	
Asian American 9% to Hispanic American 20%	11
Don't know	
Asian American 5% to Native American 17%	12
Father only 7% to other family 18%	11
Does not plan to go to college	
Highest SES quartile 3% to lowest SES quartile 27%	24
Asian American 9% to Native American 23%	14
Both parents 12% to father/stepmother 24%	12

Parent's Expectation About Amount of Schooling

Most tenth graders thought their parents wanted them to graduate from high school and to continue their schooling beyond high school.

Parent's Desire – **Most tenth graders thought their parents wanted them to continue their schooling beyond high school. Over half thought that their parents wanted them to complete college.**

Only 1% said their mother or father did not expect them to graduate from high school. Five percent said their parents expected them to stop after high school. Small percentages thought their parents expected them to complete less schooling than college graduation. The specific responses were as follows: father, <1% less than high school graduation; 5% graduation from high school but not any further; 6% vocational, trade or business school; 4% attend two-year college; 9% attend four-year college; 41% graduate from college; 17% attend a higher level of school after graduating from college; 8% don't know; 2% parent doesn't care; 7% doesn't apply; mother, 1% less than high school graduation; 5% graduation from high school but not any further; 5% vocational, trade or business school; 5% attend two-year college; 9% attend four-year college; 44% graduate from college; 19% attend a higher level of school after graduating from college; 6% don't know; 1% parent doesn't care; 4% doesn't apply.

There appeared to be only slight changes from the eighth grade survey. The eighth grader responses were as follows: father, 1% less than high school graduation; 5% graduation from high school but not any further; 6% vocational, trade or business school; 10% attend college; 43% graduate from college; 24% attend a higher level of school after graduating from college; 10% don't know; mother, 5% less than high school graduation; 6% graduation from high school but not any further; 6% vocational, trade or business school; 10% attend college; 46% graduate from college; 26% attend a higher level of school after graduating from college; 7% don't know.

There was no substantial difference in the percent indicating that they did not know how much schooling their mother or father expected them to complete. Ethnicity, socio-economic status, and family type most frequently showed differences in the percentage thinking their mother or father expected them to complete a certain amount of schooling. There was no difference of 10 or more percentage points in the percent saying their mother did not care how much schooling they completed. However, a sizeable difference appeared on this response related to family type and father's caring. The range was from 1% of those living with both parents to 28% of those living with their mothers only.

Family type was the only variable showing a significant difference in relation to their mother (but not their father) expecting that they would not graduate from high school. Of thinking their mother did not expect them to graduate from high school the range was from 3% of those living with someone other than their parents to 18% of those living with their father only.

Ethnicity and family type were the variables that showed at least a 10 percentage point difference in the percent who thought their father expected them to graduate from high school and go no further with their education. However, when it came to their views of their mothers' expectations, ethnicity did not show that great of a difference but socio-economic status did (highest quartile, 1% to 12, lowest lowest quartile).

Only socio-economic status showed a substantial difference in the percent believing their mothers expected them to complete vocational, business, or trade school. The range was from 2% of the highest quartile to 12% of the lowest quartile. Differences related to their fathers' expectations that they attend such schools did not reach 10 percentage points.

Ethnicity and socio-economic status both showed differences in the percent indicating that their father or their mother expected them to graduate from college. Youngsters with European-American parents were most likely to say that their father and/or their mother expected them to graduate from college. However, less than half indicated they thought this was so. Family type also had a substantial percentage relating to their mother's expectations related to graduating from college. Asian Americans were most likely and Native Americans were least likely to say that their father or mother expected them to complete more formal schooling beyond a bachelor's degree.

Percentage Point Difference of 10 Percentage Points or More
Parents' Expectations of Level of Schooling

Father	PPD
Graduate from high school and go no further	
Hispanic American 3% to Native American 14%	11
Other family, mother only 4% to father/stepmother 14%	10
Attend two-year college	
Mother only 7% to other family 17%	10
Attend four-year college	
Mother only 27% to both parents 46%	19
Graduate from college	
Lowest SES quartile 28% to highest SES quartile 50%	22
African American 30% to European American 44%	14
Joiners 33% to leavers 49%	16
Higher level after graduate	
Lowest SES quartile 8% to highest SES quartile 32%	24
Native American 15% to Asian American 31%	16
Father does not care	
Both parents 1% to mother only 28%	27
Does not apply	
European American 5% to African American 17%	12
Highest SES quartile 2% to lowest SES quartile 12%	10
Mother	
Less than high school	
Other family 3% to father only 18%	15
Graduate from high school and go no further	
Highest SES quartile 1% to lowest SES quartile 12%	11
Vocational, business,trade school	
Highest SES quartile 2% to lowest SES quartile 12%	10
Attend a four-year college	
Father only 23% to both parents 47%	24
Graduate from college	
Father/stepmother 10% to both parents 47%	37
Lowest SES quartile 31% to highest SES quartile 53%	22
Native American 31% to European American 47%	16
Joiners 36% to leavers 52%	16

Percentage Point Difference of 10 Percentage Points or More
Parents' Expectations of Level of Schooling (continued)

Higher level after graduate	
Lowest SES quartile 13% to highest SES quartile 31%	18
Native American 17% to Asian American 32%	15
Rural 13% to urban 24%	11
Leavers 15% to joiners 25%	10
Does not apply	
Mother/stepfather <1% to father only 13%	12

As might be expected, the percent of those in the lowest socio-economic status quartile were least likely and those in the highest quartile were most likely to feel that their father and/or mother expected them to graduate from college or expected them to complete schooling beyond a bachelor's degree. About half of those in the highest quartile thought that one or both parents expected them to graduate from college and an additional percent, almost a third, said that one or both parents expected them to attend a higher level of school after graduating from college. Family type also showed some substantial differences related to the kind of school the respondent expected to attend - two-year or four-year.

Beliefs About Others' Expectations of More Schooling

The tenth graders were given a list of nine responses and asked what seven kinds of people would say as to what they should do after high school. They also had an opportunity to say that views of the particular person did not apply. The percent indicating that a kind of person was not applicable ranged from mother 1%, close relatives, 2%; friends, 4%; father, 7%; school counselor, 8%; favorite teacher, 9%; to coach, 35% (28% of the boys and 42% of the girls said that coach did not apply).

Expectation – **Many tenth graders felt that significant others wanted them to go to college. The range in percent of tenth graders feeling people expected them to go to college was from about a third thinking the coach and/or their friends expected them to do so to two-thirds saying their mother expected them to do so (father or close relative, three-fifths; school counselor or favorite teacher, somewhat more than half).**

However, either the expectations in regard to others differed to some degree related to the ethnic, socio-economic, and family situation of the tenth grader, or tenth graders projected similar views onto others. For example, regardless of the category asked about, the highest percent indicating that the individual wanted him or her to go on to college appeared for Asian Americans. Those from higher socio-economic status family were more likely to view others as wanting them to go on after high school than were those from lower socio-economic status families.

Percentage Point Difference of 10 Percentage Points or More
Others' Expectations About Continuing Education

	PPD
Father	
Lowest SES quartile 40% to highest SES quartile 82%	42
Native American 44% to Asian American 73%	29
Mother only and other family 41% to both parents 68%	27
Mother	
Lowest SES quartile 51% to highest SES quartile 85%	34
Native American 55% to Asian American 80%	25
Father only 53% to both parents 72%	19
Friends	
Lowest SES quartile 28% to highest SES quartile 51%	23
Other family 30% to father only 40%	10

Percentage Point Difference of 10 Percentage Points or More
Others' Expectations About Continuing Education (continued)

Relatives	
Lowest SES quartile 48% to highest SES quartile 74%	26
Native American 49% to Asian American 67%	18
Father/stepmother 52% to father only 67%	15
School Counselor	
Lowest SES quartile 45% to highest SES quartile 67%	22
Native American 44% to Asian American 59%	15
Father/stepmother 47% to other family 58%	11
Rural 48% to urban 59%	11
Favorite Teacher	
Lowest SES quartile 48% to highest SES quartile 65%	17
Native American 48% to Asian American 62%	14
Father/stepmother 46% to father only 60%	14
Coach	
Father/stepmother 23% to father only 41%	18
Girls 26%; boys 38%	12
Hispanic American 27% to African American 37%	10

Chance of Occurring

Two questions about amount of schooling were included along with ten other items in another section of the questionnaire. Two dealt with the tenth graders views of the chance of their graduating from high school and going on to college.

High School – **As indicated earlier, most eighth graders thought they would graduate from high school. However, only somewhat more than half of the Hispanic-American tenth graders indicated that chances were very high as compared with over three-fourths of European American tenth graders.**

The percentage responses in relation to graduating from high school were as follows: very low, 1%; low, <1%; fifty-fifty, 6%; high, 19%; very high, 74%. in addition to the substantial difference in percent saying that the chances were very high that was found for ethnicity, there were also substantial differences related to socio-economic status and family type. European Americans, those from the highest SES quartile and those living with both parents showed the highest percent saying that the chances were very high that they would finish high school. However, it is to be noted that over 10% of each of these groups did not indicate that the chances were very high.

Percentage Point Difference of 10 Percentage Points or More
Graduate from High School

Very High	PPD
Lowest SES quartile 61% to highest SES quartile 87%	26
Hispanic American 56% to European American 78%	22
Other family 63% to both parents 78%	15

College – **Almost half of the tenth graders said that the chances they would go on to college were very high. Only 13% said the chances were very low or low. Socio-economic status made considerable difference in how tenth graders saw their chances of going on to college.**

The percentage responses in relation to going to college were as follows: very low, 6%; low, 7%; fifty-fifty, 16%; high, 23%; very high, 49%. Socio-economic status showed the greatest difference. The range was from 26% of those in the lowest quartile to 74% of those in the highest quartile saying that the chances they would go on to college were very high. However, at the other extreme the range was from 2% in the highest quartile to 25% in the lowest quartile saying the chances were very low. Ethnicity, sex of student, and family type also showed substantial differences. Over half of the girls, half of the students of Asian-American heritage, and those living with both parents rated their chances very high. Only 10% of those living with both parents listed the chances as very low.

Percentage Point Difference of 10 Percentage Points or More
Go to College

Very High	PPD
Lowest SES quartile 26% to highest SES quartile 74%	48
Other family 30% to both parents 55%	25
Hispanic American 35% to Asian American 57%	22
Boys 44%; girls 54%	10
Very Low	
Highest SES quartile 2% to lowest SES quartile 25%	23
Both parents 10% to father/stepmother 23%	13

Discussion:
The fact that the most students are both expecting and are expected to take some kind of advanced schooling beyond high school and that the percentage did not drop off extensively between eighth and tenth grade is encouraging. However, for some it will be a concern that many more were thinking in terms of a college than were thinking in terms of formal technical education. There is some evidence that the number of jobs requiring technical education will increase during the early part of these young people's work life.

Although it is encouraging that a fairly high percent of those in the lowest socio-economic status quartile expect to complete schooling beyond high school, it is of concern that many who realize the importance of further schooling will face such high barriers that they will not act upon their expectations.

FACTORS INFLUENCING CHOICE OF COLLEGE

Over half of the respondents indicated that availability of specific courses, academic reputation, and availability of financial aid were very important in their choice of a college. Religious environment and being able to live at home, each rated very important by one in ten, were the least important. Less than half said that a low crime environment was an important factor.

About half of the ten graders saw cost of attending the college, availability of financial aid, and job placement as being very important in their choice of a college. About a tenth did not feel they were important. Three out of five said that courses and programs were very important in their choice; less than a third said that the school's social life was very important. Somewhat over half said that the school's academic reputation was very important; less than a fourth said that the school's athletic reputation was very important in their choice of a college. One in five said that the school's admission standards were very important to them.

About twice as many said that it was very important to get away from home than said it was important to live at home. However, less than a fourth said it was very important to get away from home and only somewhat more than one in ten said it was very important to be able to stay at home.

Overall, less than a third, 31%, of the comparisons yielded substantial differences. The percent of the 24 comparisons per variable that yielded differences of ten percent or more were as follows: family type, 54%; ethnicity, 67%; socio-economic status, 38%; region, 17%; and sex of student, 8%. Urbanicity did not show any substantial differences. This question was not asked of the eighth graders.

Overview

When the tenth graders reacted to 12 factors, availability of specific courses and academic reputation appeared to be most important factors in selecting a college. Religious environment and being able to live at home seemed to be least important.

Very Important – The availability of specific courses, reputation of academic programs and availability of financial aid were mentioned as very important by more than half of the tenth graders.

Students were asked to rate the importance to them of 12 factors as to whether the factor was not, somewhat, or very important to them. The percentages for those indicated as very important by half or more of the students were as follows: availability of specific courses, 61%; reputation of academic programs, 53%; availability of financial aid, 51%.

The two items that were rated as very important by the fewest tenth graders were religious environment, 10%, and living at home, 12%. At least one of the variables showed a substantial difference in the percent saying very for each of the 12 factors.

Not Important – Over half of the tenth graders rated religious environment and living at home as being unimportant to their choice of college.

The percentages of two items that were not important to them are religious environment, 59%, and living at home, 56%. At the other extreme, fewer than ten percent said that availability of specific courses, 6%; and reputation of the academic program, 9%, were not important in relation to college.

The six variables of the study showed no substantial difference in the percent indicating the following were of no importance to them: job placement record, specific courses, social life at college.

Economic Factors

Three items in the list of factors which might influence the college chosen were cost of attending the college, availability of financial aids, and job placement. About half of the ten graders saw each as being very important. About a tenth did not feel they were important.

Cost – College expenses were at least of some importance in choosing a college. Expenses were very important for almost half.

The percentages were as follows: not, 11%; somewhat 42%; very 47%. Substantial differences in the percent saying very important appeared related to socio-economic status, ethnicity, and family type. Substantial differences related to the percent saying not important appeared related 4-H participation.

Percentage Point Difference of 10 Percentage Points or More
College Expenses

Very Important	PPD
Highest SES quartile 35% to lowest SES quartile 58%	23
European American 43% to African American 64%	21
Both parents 44% to mother only and other family 59%	15
Not Important	
Leavers 7% to joiners 21%	14

Aid – Over half of the tenth graders said that the availability of student aid would be very important in their choice of college. More than one in ten said that it would not be important.

The percentages were as follows: not, 13%; somewhat 36%; very 51%. Substantial differences in the percent saying very important appeared related to socio-economic status, ethnicity, and family type. Differences related to the percent saying not important appeared for socio-economic status.

Percentage Point Difference of 10 Percentage Points or More
Financial Aid

Very Important	PPD
Highest SES quartile 38% to lowest SES quartile 63%	25
European American 47% to African American 65%	18
Father only 46% to mother only 61%	15
Joiners 45% to leavers 57%	12
Not Important	
Lowest SES quartile 6% to highest SES quartile 21%	15
Joiners 45% to leavers 57%	12

Placement Record – **The college's job placement record also was important to many tenth graders. Two-fifths said that job placement record was very important. More than one in ten said it would not be important.**

The percentages were as follows: not, 13%; somewhat 45%; very 42%. Over half of the African-American students and those living with their father only said that this would influence their choice of a college.

Percentage Point Difference of 10 Percentage Points or More
Job Placement Record

Very Important	PPD
Father/stepmother 30% to father only 54%	24
Asian American 38% to African American 59%	21
Not Important	
Father only 11% to father/stepmother 25%	14

Opportunities

Considerably more tenth graders viewed the colleges' academic offerings as more important than its social life in making their choice of which college to attend.

Courses and Programs – **Courses and programs were important to almost all tenth graders as they decided upon the college they would choose. Three of five said this was a very important factor. Only 6% said it was not important.**

The percentages were as follows: not, 6%; somewhat 33%; very 61%. Substantial differences appeared related to family type and to socio-economic status. Those living with someone other than a parent were least likely and those living with both parents were most likely to say that the courses and programs offered were most important.

Percentage Point Difference of 10 Percentage Points or More
Specific Courses and Programs

Very Important	PPD
Other family 45% to both parents 62%	17
Lowest SES quartile 53% to highest SES quartile 67%	14

Social Life – **Although most paid some attention to the social life available at a college, less than a third said this was a very important factor. Sixteen percent said social life was not a factor.**

The percentages were as follows: not, 16%; somewhat 52%; very 32%. No substantial differences appeared when responses were examined in the seven variables.

School's Reputation

More tenth graders were concerned about the academic reputation of the school than about the athletic reputation when they chose a college.

Academic Reputation – **Most were at least somewhat concerned about the academic reputation of the school. Somewhat over half said this was a very important factor in their choice of college.**

The percentages were as follows: not, 9%; somewhat 37%; very 53%. There were several substantial differences in the percent thinking academic reputation was very important. Those from the highest socio-economic quartile, African Americans, and those living with both parents were most likely to feel the school's academic reputation was most important. This was one of the few instances where region showed a substantial difference with tenth graders from the West being least likely and those from the Northeast being most likely to consider the academic reputation of the school. Differences in the percent saying academic reputation was not important did not reach 10 percentage points.

Percentage Point Difference of 10 Percentage Points or More
Academic Reputation

Very Important	PPD
Lowest SES quartile 44% to 63% highest SES quartile	19
Native American 43% to African American 60%	17
Other family 39% to both parents 56%	17
West 50% to Northeast 61%	11

Athletic Reputation – **Less than a fourth of the tenth graders considered athletic reputation very important in their choice of college. Two-fifths thought it was not important.**

The percentages were as follows: not, 40%; somewhat 37%; very 23%. Sex of student showed substantial differences both in the percent saying not and the percent saying very. In both cases athletic reputation was more likely to be viewed as very important by boys than by girls. However, boys were about evenly divided with 31% saying not important and 30% saying the athletic reputation was very important. Substantial differences in the range also appeared in both very and not related to ethnicity. Family type showed a substantial difference in the percent saying very important with tenth graders living with their father only being more likely to see athletic reputation as being very important.

Percentage Point Difference of 10 Percentage Points or More
Athletic Reputation

Very Important	PPD
Asian American 19% to African American 36%	17
Both parents 22% to father only 37%	15
Stayers 15% to joiners 30%	15
Girls 17% to boys 30%	13
Not Important	
Boys 31%; girls 48%	17
Native American 29% to Asian American 43%	14
Father only 32% to mother/stepfather 42%	10

Ease of Admission

Admission – Admission standards were somewhat important to about half of the tenth graders. More, 32%, said they were not important than said they were very important, 20%.

The percentages were as follows: not, 32%; somewhat 47%; very 20%. Socio-economic status, ethnicity and family type all showed substantial differences in ranges both in the percent saying very important and in the percent saying not important.

Percentage Point Difference of 10 Percentage Points or More
Easy Admission Standards

Very Important	PPD
Highest SES quartile 12% to lowest SES quartile 31%	19
Both parents 18% to other family 29%	11
European American 17% to Native American 28%	11
Not Important	
Lowest SES quartile 22% to highest SES quartile 42%	20
Native American 20% to European American 35%	15
Father only 20% to both parents 35%	15

Location

About a third of the tenth graders seemed to feel that whether or not they lived at home was an important consideration in choosing a college.

Live at Home – Although somewhat more than one in ten of the students said it was very important for them to live at home and attend college, over half said this was not important.

The percentages were as follows: not, 56%; somewhat 32%; very 12%. There were substantial differences in the percent saying very important related to family type, socio-economic status, and ethnicity. However, the highest percent of any subgroup saying that it was very important for them to live at home and attend college was 26%, Hispanic-American tenth graders. Substantial differences related to the percent saying not important appeared for family type, socio-economic status, ethnicity, and region. The highest percent saying that staying at home was not important was 72% of those in the highest socio-economic status quartile.

Percentage Point Difference of 10 Percentage Points or More
Live at Home and Attend School

Very Important	PPD
Highest SES quartile 6% to lowest SES quartile 22%	16
European American 10% to Hispanic American 26%	16
Father only 9% to other family 19%	10
Stayers 8% to joiners 18%	10
Not Important	
Lowest SES quartile 41% to highest SES quartile 72%	31
Hispanic American 35% to European American 61%	26
Other family 40% to both parents 59%	19
West 50% to Northeast 60%	10

Live Away from Home – **About twice as many tenth graders said it was very important for them to get away from home than said it was very important to live at home. However, less than a fourth said that living away from home was a very important factor in their choice of a college.**

The percentages were as follows: not, 36%; somewhat 41%; very 23%. The only substantial difference appeared related to ethnicity. Although substantial differences appeared related to both the percent saying not and the percent saying very, no clear pattern emerged.

Percentage Point Difference of 10 Percentage Points or More
Live Away From Home

Very Important	PPD
Asian American 19% to African American 31%	12
Not Important	
Native American 28% to Hispanic American 39%	11

Environment

Whether or not the college was in an environment which involved crime was more important to many tenth graders than whether the college maintained a religious environment.

Religious Environment – **Although one tenth grader in ten said it was very important that the college they chose provided a religious environment, this was viewed as not important by almost three-fifths of the tenth graders.**

The percentages were as follows: not, 59%; somewhat 31%; very 10%. It was clear that a religious environment was most likely for African-American and least likely for Asian-American youngsters to be a factor in choosing a college. However, only 18% of the African-American youngsters said it was very important. Some Asian-American youngsters, 7%, also thought it was very important. Over two-thirds of the tenth graders from the Northeast said that a religious environment was not important in their choice of a college.

Percentage Point Difference of 10 Percentage Points or More
Religious Environment

Very Important	PPD
Asian American 7% to African American 18%	11
Not Important	
African American 45% to Asian American 64%	19
South 49% to Northeast 67%	18

Low Crime Environment – **It appeared that most tenth graders were somewhat uneasy about a college being in a crime environment. However, less than half said this was a very important factor in their choice of a college.**

The percentages were as follows: not, 16%; somewhat 40%; very 44%. Over half of the African-American tenth graders and the tenth graders from the South said that this would be a very important factor in their choice of a college.

Percentage Point Difference of 10 Percentage Points or More
Low Crime Environment

Very Important	PPD
Father/stepmother 34% to other family 58%	24
European American 41% to African American 57%	16
North Central 38% to South 51%	13
Not Important	
Asian American 12% to Native American 27%	15

Discussion:
As in other parts of this study, the findings strongly press the point that tenth graders are diverse in what they are seeking. It is encouraging, however, that a fairly high percentage place more importance on courses and academic reputation than on social life and athletic reputation.

OTHER EXPECTATIONS

Most tenth graders thought others cared about what they did after high school. The highest percent indicated as not caring was 7% saying their friends did not care. Few thought others were willing to leave it up to the tenth grader. The range in saying that others thought they should do what they wanted was from 6% saying the coach to 29% saying their friends wanted them to do what they wanted.

The majority, as indicated earlier, felt that others expected them to continue their schooling. The next highest percentage was that they should do what they wanted to do. Very small percentages, from 1% to 5%, indicated that someone expected them to get a full time job, get married, go into the military, or go to a trade school.

A high percentage thought that all of the groups asked about, parents, other relatives, friends and school personnel, thought they should go on to college. However, responses in terms of friends were more divided than were responses to the other groups with 38% saying friends expected them to go to college, 29% saying friends thought they should do what they wanted, 14% saying they didn't know what friends wanted and 7% saying their friends didn't care. Only small percentages thought their friends expected them to get a full time job, 3%; get married, 2%; or go into the military, 2%.

Overall, less than one in five, 17%, of the comparisons yielded substantial differences across ranges. The percent of the 87 comparisons per variable that yielded differences of ten percent or more were as follows: family type, 36%; ethnicity, 31%; socio-economic status, 30%; sex of student, 5%; and urbanicity, 2%. Region did not show any substantial differences.

Nondirective Responses

Nondirective responses included "do what I want", "don't care", and "don't know".

What I Want – **Most tenth graders felt that people close to them had expectations about what the tenth grader was to do after high school. Very few thought that those close to them thought they should do what they wanted.**

The range in percent saying that someone wanted them to do what they wanted was from 6% saying the coach to 29% saying their friends expected the tenth grader do what he or she wanted to do.

The extent to which tenth grader thought their father wanted them to do what the tenth grader wanted when they finished high school varied related to sex of student, and family type. Only family type showed a substantial difference related to whether or not the tenth grader thought his or her father did not have a specific expectation but wanted them to do what they wanted.

Percentage Point Difference of 10 Percentage Points or More
Expected By Someone To Do What The Tenth Grader Wanted To Do

	PPD
Friends	
Boys 24%; girls 35%	11
Father only 23% to mother and stepfather 33%	10
Joiners 28% to leavers 38%	10
Father	
Father only 11% to other family 23%	12
School Counselor	
Father only 23% to mother/stepfather 33%	10

Don't Care – **Most tenth graders felt that others cared about what they chose to do. The range was from 1% saying they didn't think their father or their mother cared to 7% saying they didn't think their friends cared what they did.**

None of the variables showed substantial differences.

Don't Know – **For the most part tenth graders apparently were getting clear views from people close to them in regard to what others expected them to do after high school. However, about a fourth said they didn't know what the school counselor thought they should do after high school (favorite teacher, 23%; coach, 22%).**

A few, 4% and 6%, didn't feel they knew what their mother or father felt they should do after high school. Over a tenth, 14%, said they didn't know what their friends thought and a tenth said they didn't know what close relatives thought they should do. But for the most part tenth graders thought they knew what was expected of them. None of the variables showed substantial differences.

Specific Activities Other Than School

Very small percentages indicated that anything other than continuing their schooling was expected.

Full-time Job – **Few thought that others wanted them to get a full-time job. The highest percent was 4% thinking that their mother, their father, and/or a close relative thought they should get a full-time job after high school.**

Substantial differences appeared in the extent the tenth graders thought others wanted them to get a full-time job related to ethnicity for fathers and close relatives, and in relation to socio-economic status and family type for the mother.

Percentage Point Difference of 10 Percentage Points or More
Expected by Someone to Get a Full-time Job

	PPD
Father	
Asian American 3% to Native American 13%	10
Mother	
Highest SES quartile <1% to lowest SES quartile 11%	11
Father only 2% to father/stepmother 12%	10
Relatives	
European American 3% to Native American 13%	10

Married – In most instances, less than one percent indicated that the specific person wanted them to get married. The highest percentage, 2%, appeared for friends.

There were no substantial differences related to the variables examined in the study.

Military – There was also little variation in the percentages indicating various people expected them to go into the military. The range was from 1% of the school personnel to 3% feeling their fathers wanted them to go into the military.

None of the variables showed substantial differences.

Trade School – Again the range in percent wanting the tenth grader to go to a trade school or into an apprenticeship was low, 1% of friends and coaches to 4% of mothers.

None of the variables showed substantial differences.

Most Frequent Expectations According to Relationship to Student

All of the others were most likely to expect the tenth grader to continue their education. Friends showed the greatest diversity in the tenth graders' views of their expectations.

Parents – Tenth graders most frequently thought their parents wanted them to go on to college (60% father; 67% mother). The next most frequently indicated expectation was do what I want (15% father; 16% mother). From one to four percent indicated each of the other choices.

Relatives – The responses related to other relatives than their parents were very similar to the perceived desires of the parents - 60% go to college, 17% do as you want, from 1% to 3% indicating other choices.

Friends – The most mixed responses came in relation to friends (38% go to college; 29% do what you want).

School Personnel – Over half of the tenth graders thought the school personnel included in the survey wanted them to go to college - school counselor 55%; favorite teacher, 54%; and coach 32% (low because 35% said they didn't work with a coach).

For all three, counselor, teacher and coach, about a fourth said they didn't know what the school person expected them to do.

Discussion:
It was very clear not only that tenth graders and their parents expected the tenth grader to continue his or her schooling, but that most relevant others also held those expectations. If this is in fact the case, the pressure must be great and the tenth grader who chooses something other than continuing schooling must feel at odds in not meeting others' expectations.

It is to be noted in particular that relatively few girls felt that others expected them to get married soon after they completed high school. This is a major change from thirty or forty years ago. Women working and the press for gender equity has certainly changed the view that work was temporary until a girl married, to preparation for work as being essential regardless of whether a girl married.

TENTH GRADERS' EXPECTED OCCUPATION

About a fifth did not know what they expected to do immediately after high school. Only 7% said they were not planning to work right after high school. One in ten mentioned each of the three most frequently indicated occupations: clerical, military, and professional.

Although there were varied responses in terms of occupation at age thirty, the largest number, four out of five, expected to be in some kind of professional position. This would be consistent with the large percent that expected to graduate from college.

The six variables examined made little difference in terms of how tenth graders viewed their future occupations. Overall only 3% of the comparisons yielded substantial differences. The percent of the 28 comparisons per variable that yielded differences of ten percent or more were as follows: ethnicity, 7%; socio-economic status, 7%; and sex of student, 4%. Family type, urbanicity and region did not show any substantial differences.

Immediately – **There was considerable diversity in the kinds of work tenth graders expected to do immediately after high school. About a tenth of the students each mentioned the three most frequently indicated areas, clerical, military, and professional. About a fifth did not know what they expected to do immediately after high school.**

Some of the 9% of the teens who indicated professional may have failed to realize that some of the fields - accountant, registered nurse, engineer, librarian, social worker - require a college education. Others may have been thinking of careers such as writer, actor, actress, athlete, or politician.

After clerical, military, and professional, the next most frequently indicated occupations were 7% service, 6% craftsman, 4% laborer; 4% sales; 3% manager. It is likely that some students misunderstood this question because some indicated occupations that would not be available to them right out of high school - 2% technical (draftsman, medical or dental technician, or computer program), 2% professional (including clergyman, dentist, physician, lawyer, scientist, and college teacher) and 2% school teacher. One percent indicated each of the following: farmer, homemaker only, operative, proprietor or owner, and protective service.

Even though a high percentage indicated going on to school, only 7% said they were not planning to work right after high school. The only variable showing a substantial difference related to not working was socio-economic status. However, even though a higher percentage of teens from the highest socio-economic status quartile did not plan to work after high school, even in this group over 80% indicated an expected occupation immediately after high school.

There were no substantial differences for the following when the seven variables were examined: craftsman, farmer, homemaker only, laborer, manager/administrator, operative, professional, professional, proprietor or owner, protective service, school teacher, and service.

No variable affected all occupations. There seemed to be unique relationships appearing. For example, girls were more likely to expect to be in clerical occupations than boys and boys were somewhat more likely to be in the military. However, the difference in percent of boys and girls expecting to enter the military immediately after high school was only nine percentage points.

Perhaps the most thought-provoking finding is that only 2% of the African American and 2% of the European American tenth graders expected to be in a technical occupation immediately after high school. Native American tenth graders were most likely to see themselves in technical positions.

Percentage Point Difference of 10 Percentage Points or More
Expected Occupation Immediately After High School

	PPD
Clerical	
Boys 4%; girls 17%	13
Technical	
European American, African American 2% to Native American 13%	11
Not planning to work	
Lowest SES quartile 2% to highest SES quartile 13%	11
Don't know	
Native American 10% to Asian American and European American 20%	10

Age Thirty – **Forty percent of the tenth graders expected to be in one or another kind of professional position when they were thirty. Almost all, over 99%, expected to be working. Eleven percent said they did not know what they would like to be doing when they were 30.**

In addition to the 22% that indicated the professional category that included athlete and acting; 18% indicating the professional category that included dentist and college teacher. Four percent expected to be teachers; 1% operative; 5% each expected to be managers, proprietor/owners, or in technical positions.

When the eighth and tenth grader responses were compared the percentages expecting to be a farmer (1% to 1%), homemaker (2% to 2%), clerical (3% to 3%), craftsman (4% to 4%), and laborer (1% to 1%), remained the same. The military decreased from 10% to 3%; service from 5% to 2%; sales from 4% to 2%; protective service increased from 1% to 3%. Slightly more than one in ten, 11%, said they did not know what kind of work they would do when they were thirty.

The percentage of tenth graders expecting to be in a professional position increased over the percentage found in the eighth grade survey. The percent saying they didn't know remained the same. The eighth grade responses to the kind of occupation they expected to be in when they were thirty were as follows: professional, business or manager, 29%; science or engineering professional, 6%; military or security, 10%; owning a business, 6%; technical, 6%; craftsperson, 4%; farmer, 1%; housewife/homemaker 2%; laborer, 1%; salesperson, clerical, or office work, 3%; service worker, 5%; other 17%; don't know, 11%.

Only one of the professional categories showed substantial differences related to a variable. The professional category which required the most academic preparation showed a difference relating to socio-economic status.

Percentage Point Difference of 10 Percentage Points or More
Expected Occupation Immediately After High School

	PPD
Professional (examples included clergyman and dentist)	
Lowest SES quartile 10% to highest SES quartile 27%	17
Stayers 16% to joiners 26%	10

Discussion:

Just as the percent indicating they expected to go to college rather than a technical school raises flags, so does the high percentage aiming for professional work as compared with technical work. It is also of concern that relatively few saw themselves in professional or technical positions in science or engineering, even though there is considerable emphasis on science and math in today's school system. Are schools preparing students for positions they don't want? Or are schools and society not getting the message across to students about the kinds of jobs that will be available when they are thirty years of age. Putting those two findings aside, it is good to see that tenth graders are not all heading toward the same future occupations.

Opinions About School

Several questions were used to attempt to determine tenth graders' opinions and attitudes about school. The areas of discussion in this section are: comparison of the ninth grade with the eighth grade,reasons why students go to school, friends' views of importance of school and study, negative behaviors, positive things that are okay, and views of school quality.

COMPARISON OF NINTH GRADE AND EIGHTH GRADE

One question asked the tenth graders to think back a year and react to the change from eighth to ninth grade. Although some saw little difference between their experiences in eighth and in ninth grade, almost three-fourths thought the courses were harder. Over half thought that teachers were stricter, and school rules were more strictly enforced. Only about one-fifth said it was harder to make friends or that they felt more alone their freshman year.

There was very little difference in students views of okay behavior when the six variables were examined. Less than one in ten of the comparisons, 8%, showed a substantial difference. The percent of the 10 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 30%; family type, 10%; and socio-economic status, 10%. Sex of student, region and urbanicity did not show any substantial differences how respondents compared eighth and tenth grades. These questions could not be asked in the eighth grade survey so no comparison can be made.

Overall – **The greatest difference that students saw between eighth and ninth grade was that they thought the courses in ninth grade were harder. They were least likely to feel it was difficult to make friends or be part of a group.**

The percentages agreeing (either strongly agree or agree) with the five comparative statements were as follows: courses were harder in high school, 72%; teachers were stricter in high school, 55%; school rules were more strictly enforced in high school, 56%; it was more difficult to make friends in high school, 20%; and I felt more alone in high school, 19%.

Courses Harder – **Three-fourths of the tenth graders thought that classes in ninth grade were harder than classes had been in the eighth grade.**

The percentage responses to the statement that courses were harder in high school were as follows: strongly agree, 17%; agree, 55%; disagree, 23%; and strongly disagree, 5%. Differences appeared in relation to ethnicity. Asian Americans were most likely and Native Americans were least likely to feel classes were harder.

Percentage Point Difference of 10 Percentage Points or More
Courses Are Harder - Agree (A and SA)

	PPD
Native American 64% to Asian American 77%	13

Teachers Stricter – **Somewhat over half thought teachers were stricter in ninth than in eighth grade.**

The percentage responses to the statement that teachers were stricter in high school were as follows: strongly agree, 13%; agree, 42%; disagree, 39%; and strongly disagree, 6%. Only 4-H showed a substantial difference but the difference was between those who had never been in 4-H and the new joiners..

Percentage Point Difference of 10 Percentage Points or More
Teachers Are Stricter - Agree (A and SA)

	PPD
Nevers 54% to joiners 64%	10

Rules Enforced More – **Almost three-fifths thought that rules were more stringently enforced in ninth grade.**

The percentage responses to the statement that school rules were more strictly enforced in high school were as follows: strongly agree, 14%; agree, 42%; disagree, 37%; and strongly disagree, 6%. Differences appeared related to ethnicity, socio-economic status, and family type. Only slightly more than half of the Euopean American tenth graders, those in the highest socio-economic quartile, and those living with both parents felt that rules were less strictly enforced as compared with two-thirds of the African Americans, over three-fifths of those in the lowest socio-economic quartile, and almost two-thirds of those living with someone other than either parent.

Percentage Point Difference of 10 Percentage Points or More
Rules Are Enforced More - Agree (A and SA)

	PPD
European American 53% to African American 66%	13
Both parents 54% to other family 65%	11
Highest SES quartile 52% to lowest SES quartile 62%	10

Making Friends – **Most, four-fifths, thought it was as easy to make friends in ninth grade as it had been in eighth.**

The percentage responses to the statement that it was more difficult to make friends in high school were as follows: strongly agree, 4%; agree, 16%; disagree, 58%; and strongly disagree, 22%. Differences appeared related to ethnicity. Native Americans were most likely and Euopean Americans were least likely to agree with the statement.

Percentage Point Difference of 10 Percentage Points or More
More Difficult to Make Friends - Agree (A and SA)

	PPD
European American 19% to Native American 31%	12
Leavers 17% to joiners 27%	10

Felt More Alone – **Few, less than one-fifth, felt more alone in ninth grade than they had in eighth grade.**

The percentage responses to the statement that it was more difficult to make friends in high school were as follows: strongly agree, 4%; agree, 15%; disagree, 50%; and strongly disagree, 32%. None of the variables showed substantial differences in the percent agreeing with the question.

Discussion:
In general, one might expect that the courses would be harder in high school. One would not necessarily expect that discipline would be stricter in the ninth grade. The fact that some students saw little difference might relate to how closely the eighth grade they attended was patterned after a high school program. In some instances the eighth grade and the ninth grade were in the same school.

The fact that many eighth graders did not feel that it was harder to make friends or that they were more alone in ninth grade might in part be due to the fact that many students were in large systems in the eighth grade. They had probably faced the challenge of making new friends when they moved from the earlier grades to middle school or junior high.

REASONS FOR ATTENDING SCHOOL .

Almost all, 96%, of the students gave help in getting a job as the main reason they went to school. The next most frequent response, more than four out of five, was a place to meet friends. However, when strongly agree responses were examined, getting a job, 62%, was over three times more frequently indicated than was the next reason, playing on a team or belonging to a club, 18%, or a place to meet friends, 15%. About the same percent of students strongly disagreed that taking part on teams or in clubs was a reason they were in school.

Many students (76% agreeing including 10% strongly agreeing) said they went to school because they got a feeling of satisfaction from doing what they were supposed to in class, and thought the subjects they were taking were interesting and challenging (70% agreeing including 8% strongly agreeing). Teachers caring and expecting them to succeed was indicated by almost three-fourths of the tenth graders with 15% strongly agreeing with the statement. Somewhat less than a third said that they went to school because they had nothing better to do. However, only 4% strongly agreed.

Very few, only 6%, of the reasons why students go to school showed substantial differences when they were analyzed according to the six variables. The percent of the 28 comparisons that yielded differences of ten percent or more when variables were examined were as follows: family type, 11%; ethnicity, 14%; socio-economic status, 7%; and urbanicity, 4%. Sex of student and region did not show any substantial differences in relation to reasons why respondents said they went to school. This question was not asked in the eighth grade survey so no comparison can be made.

Comparison – **The most frequent reason given was that going to school was important in getting a job. The next most frequently indicated reason was that it was a place to meet friends. Almost a third agreed with the least frequently indicated reason of not having anything better to do.**

The percentages agreeing (agree or strongly agree) with the seven statements were as follows: education is important for getting a job later on, 96%; it's a place to meet my friends, 83%; I get a feeling of satisfaction from doing what I'm supposed to do in class, 77%; my teachers care about me and expect me to succeed in school, 73%; I think the subjects I'm taking are interesting and challenging, 70%; I play on a team or belong to a club, 53%; and I have nothing better to do, 31%.

When the percentages saying that they strongly agreed with the statements were compared, it was clear that preparation for a later job was much more frequently a strongly held reason than any other. Three out of five tenth graders strongly agreed that this was a reason why they were in school.

Taking part in a team or club was the second most frequently held reason, by somewhat less than one in five. It is to be noted that only 4% strongly agreed that they did not have anything better to do. The percentages strongly agreeing were as follows: getting a job later on, 62%; I play on a team or belong to a club, 18%; it's a place to meet my friends, 15%; my teachers care about me and expect me to succeed in school, 15%; I get a feeling of satisfaction from doing what I'm supposed to do in class, 10%; I think the subjects I'm taking are interesting and challenging, 8%; and I have nothing better to do, 4%.

Very few of the students strongly disagreed with these reasons. They were most likely to strongly disagree with having nothing better to do. But only one in five gave a strongly disagree answer. Only 1% strongly disagreed that they were in school to get a job later on. The percentages that strongly disagreed with the

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Very few of the students strongly disagreed with these reasons. They were most likely to strongly disagree with having nothing better to do. But only one in five gave a strongly disagree answer. Only 1% strongly disagreed that they were in school to get a job later on. The percentages that strongly disagreed with the statements were as follows: I have nothing better to do, 20%; I play on a team or belong to a club, 17%; my teachers care about me and expect me to succeed in school, 7%; it's a place to meet my friends, 5%; I get a feeling of satisfaction from doing what I'm supposed to do in class, 3%; I think the subjects I'm taking are interesting and challenging, 5%; getting a job later on, 1%.

Job – **Almost all, 96%, indicated that they were in school because it was a means of getting a job. Over three in five strongly indicated that this was a reason they were in school. This response was similar regardless of the variables examined in this study.**

The responses to the statement, "Education is important for getting a job later on," were as follows: strongly agree, 62%; agree, 34%; disagree, 3%; and strongly disagree, 1%. None of the variables showed substantial differences in the percent agreeing with the question.

Meeting Friends – **Most, 83%, gave meeting their friends at school as one of the reasons they were in school.**

The responses to the statement, "It's a place to meet my friends," were as follows: strongly agree, 15%; agree, 68%; disagree, 15%; and strongly disagree, 3%. Ethnicity and socio-economic status showed differences. European Americans and those in the highest socio-economic quartile were most likely to see this as a reason for staying in school.

Percentage Point Difference of 10 Percentage Points or More
Meeting Friends - Agree (A and SA)

	PPD
African American 66% to European American 85%	19
Lowest SES quartile 76% to highest SES quartile 87%	11

Interesting Subjects – **Four-fifths agreed that one of the reasons they were going to school was because they found the subjects interesting. However, less than one-tenth gave this as a strong reason.**

The responses to the statement, "I think the subjects I'm taking are interesting and challenging," were as follows: strongly agree, 8%; agree, 62%; disagree, 25%; and strongly disagree, 5%. Differences appeared related to ethnicity and family type. Tenth graders living with someone other than either parent were most likely and those living with their father and stepmother were least likely to state that the subjects they were taking were interesting and challenging as a sreason to attend school. African Americans were most likely and European Americans were least likely to agree that this was a reason they were attending school.

Percentage Point Difference of 10 Percentage Points or More
Interesting Subjects - Agree (A and SA)

	PPD
Father/stepmother 63% to other family 83%	20
European American 68% to African American 78%	10

Feeling of Satisfaction – **About three-fourths saw satisfaction with doing what is expected in class as a reason why they were in school. However, only one in ten strongly agreed that this was a reason.**

The responses to the statement, "I get a feeling of satisfaction from doing what I'm supposed to do in class," were as follows: strongly agree, 10%; agree, 66%; disagree, 20%; and strongly disagree, 3%. Ethnicity showed a difference with European Americans being least likely and African Americans being most likely to indicate this was a reason.

Percentage Point Difference of 10 Percentage Points or More
Feeling of Satisfaction - Agree (A and SA)

	PPD
European American 74% to African American 85%	11

Team or Club – Over half indicated that being on a team or in a club was a reason why they were in school. Slightly less than one in five strongly agreed that this was a reason.

The responses to the statement, "I play on a team or belong to a club," were as follows: strongly agree, 18%; agree, 35%; disagree, 30%; and strongly disagree, 17%. Substantial differences appeared related to family, socio-economic status, and urbanicity. Those living with someone other than a parent were least likely and those living with both parents were most likely to agree that participation in teams or clubs was one of the reasons they went to school. The substantial difference related to socio-economic status was 64% of those in the highest quartile giving this as a reason as compared with 40% of those in the lowest quartile. Rural youth were more likely to give this as a reason than were urban youth.

Percentage Point Difference of 10 Percentage Points or More
To Belong To A Team or Club - Agree (A and SA)

	PPD
Other family 32% to both parents 58%	26
Lowest SES quartile 40% to highest SES quartile 64%	24
Urban 46% to rural 60%	14

Teachers Care – Almost three-fourths selected teachers' caring and expectations as a reason they were still in school. A few, 7%, strongly disagreed.

The responses to the statement, "My teachers care about me and expect me to succeed in school," were as follows: strongly agree, 15%; agree, 58%; disagree, 20%; and strongly disagree, 7%. Ethnicity and family type showed differences.

Hispanic Americans were least likely and African Americans were most likely to give this as a reason. Those living with their father only were least likely and those living with someone other than a parent were most likely to agree that this was a reason they attended school.

Percentage Point Difference of 10 Percentage Points or More
My Teachers Care - Agree (A and SA)

	PPD
Hispanic American 65% to African American 81%	16
Father only 66% to other family 76%	10

Nothing Better To Do – About a third indicated they were in school because they didn't have anything better to do. Again, only a few, 4%, strongly agreed; 20% strongly disagreed.

The responses to the statement, "I have nothing better to do," were as follows: strongly agree, 4%; agree, 27%; disagree, 49%: and strongly disagree, 20%. None of the variables showed substantial differences. It was clear that regardless of ethnicity, socio-economic quartile, family type or sex of student that a few tenth graders saw this as a reason for being in school.

Discussion:

The finding that almost all tenth graders are in school because they expect schooling to help them get a job later is especially interesting given the discussion on the part of some during the late 1980's as to how well our K-12 system was preparing youth for the world of work. It would appear that if tenth graders understood tech-prep and other preparation for work programs that more would be interested in them. However, there may be a difference between a generally held attitude or goal of going to school to prepare for work and really wanting to take part in a program specifically designed to improve employability.

The finding that participation in school extracurricular teams and clubs is an important reason why some youth stay in school may be of particular interest to those developing community programs. It may be that only part of the tenth graders have the opportunity of becoming sufficiently involved in a team or club that they see it as a reason or responsibility for continuing to attend school. Or it may be a difference in interests, with those who are interested in teams and clubs feeling this is a reason for attending school, and those who are not interested not seeing it as a reason.

The findings that many agreed that they were in school because the subjects were interesting, they gained satisfaction from learning, and teachers cared is encouraging. However, it may be of concern to some that the percentage strongly agreeing that they were in school for these reasons was relatively low, from 8% interesting subjects, 15% teacher caring, and 10% satisfaction with what they were doing in class. Idealistically one could hope that more sixteen year olds had been sufficiently "turned on" to the excitement of learning that they would be in school because they enjoyed learning. After all, sixteen is just two years away from legally being an adult, and the theme for adults today is lifelong learning. One would hope that by the tenth grade most youth would have both gained the skills needed to continue to learn either on their own or in some version of instruction, and to sufficiently enjoy learning that they want to continue. However, it is possible that some youngsters responded to this question less enthusiastically than they really felt because it may not be "cool" in older teen culture to be enthusiastic about school.

The finding that only one out of five strongly disagreed with the statement that they were in school because they had nothing better to do can be interpreted in more than one way. From the school and perhaps society's point of view, it is disheartening that four out of five did not strongly disagree with this statement. On the other hand, we are aware that by the tenth grade youth are no longer children but are striving to become adults. We may have to work harder to make school an attractive and valuable place, rather than counting on students having to attend. However, we can be pleased that those who agreed that they were there only because they didn't have something better to do were, in fact, still in school.

FRIENDS' VIEWS OF IMPORTANCE OF SCHOOL AND STUDY

Although most tenth graders thought their friends saw completing high school as very important, only about half thought their friends saw attending classes regularly, continuing education beyond high school and getting good grades as very important and only something over a third said their friends thought studying was very important. However, for these items the most frequent answer was somewhat. Very few, from 2% for most items to 9% for studying, said their friends thought these school related items were not important.

One-fifth, 20%, of the comparisons showed substantial differences when they were analyzed according to the six variables. The percent of the 10 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 40%; family type, 20%; socio-economic status, 20%; and sex of student, 40%. Urbanicity and region did not show any substantial differences in relation to how respondents felt their friends viewed school and studying. These questions were not asked of eighth graders so no comparisons can be made.

Very – **Most tenth graders thought their friends saw completing high school as very important. After that percentages dropped. Only around half thought their friends saw attending classes regularly, continuing education beyond high school and getting good grades as very important. Only something over a third said their friends thought studying was important.**

The percentages saying their friends thought various school related activities were very important were as follows: finish high school, 80%; attend classes regularly, 57%; continue education beyond high school, 53%; get good grades, 50%; study, 37%

Not – **Although considerable numbers of tenth graders did not think their friends saw various activities involved in learning as very important, very few said they were not important. Many indicated they were viewed by their friends as somewhat important.**

The percentages saying their friends thought various school related activities were not important were as follows: study, 9%; continue education beyond high school, 8%; get good grades, 6%; attend classes regularly, 4%; finish high school, 2%

There were no differences in the not responses when examined by the six study variables. In addition, there were no sizeable differences in relation to the percent who thought it was very important to finish high school.

Finish High School – **Finishing high school seemed to be "in" with most of the tenth graders friends. Four-fifths said their friends saw it as very important.**

The percentages indicating varying degrees in the extent to which their friends thought finishing high school was important were as follows: not, 2%; somewhat, 18%; and very 80%. None of the variables showed substantial differences.

Go Beyond – **Over half of the tenth graders said their friends thought it was very important to continue schooling beyond high school. One in ten said their friends did not see this as being important.**

The percentages indicating varying degrees in the extent to which their friends thought continuing to go to school beyond high school was important were as follows: not, 8%; somewhat, 39%; and very 53%.

Differences appeared related to ethnicity, socio-economic status, family type, and sex of student. Asian-American students were most likely, 63%, and Native Americans were least likely, 43%, to have friends who saw continued education as very important. There was almost as sizeable difference between the lower and the higher socio-economic quartiles. However, again it should be noted that several, 45%, of these from the lowest quartile had friends who thought this very important and some of those in the highest quartile, 37%, did not think their friends saw further schooling as important. Those living with their father and stepmother were least likely and those living with both parents were most likely to say their friends saw more schooling as very important. Those living with their father only were most likely to stress the importance of further education. Again girls were more likely than boys to have friends which felt strongly about the importance of more schooling.

Percentage Point Difference of 10 Percentage Points or More
Friends Thought Continuing Schooling Beyond High School Was Very Important

	PPD
Native American 43% to Asian American 63%	20
Lowest SES quartile 45% to highest SES quartile 63%	18
Father/stepmother 42% to both parents 55%	13
Boys 47%; girls 58%	11

Attend Classes – **About three out of five tenth graders said their friends thought it was very important to attend classes regularly. Most of the others thought it was somewhat important.**

The percentages indicating varying degrees in the extent to which their friends thought attending class regularly was important were as follows: not, 4%; somewhat, 39%; and very 57%.

Difference related to very important appeared for family type, ethnicity, sex of student, and socio-economic quartile. Those living with their father only were least likely and those living with someone other than a parent were most likely to think their friends thought it was very important to attend classes regularly. African-American tenth graders were most likely and Hispanic-American tenth graders were least likely to think their friends saw attending classes regularly as very important. Girls were more likely to indicate friends feeling attendance was very important than were boys. Those from the highest socio-economic quartile were most likely and those from the lowest quartile least likely to feel their friends saw class attendance as very important. It is to be noted, however, that although the percentage for the highest group on each of these four variables was over 60%, over 50% of those in the lowest group also saw regular attendance as very important.

Percentage Point Difference of 10 Percentage Points or More
Friends Thought Attending Classes Regularly Was Very Important

	PPD
Father only 51% to other family 62%	11
Hispanic American 55% to African American 66%	11
Boys 52%; girls 62%	10
Lowest SES quartile 54% to highest SES quartile 64%	10

Studying – **The majority of tenth graders thought their friends saw studying as somewhat important. Less that two out of five indicated it was very important to their friends.**

The percentages indicating varying degrees in the extent to which their friends thought studying was important were as follows: not, 9%; somewhat, 55%; and very 37%. Ethnicity and sex of students showed differences. African Americans and Asian Americans showed the highest percent and European Americans the lowest percent saying their friends thought studying was very important. Girls were more likely to say their friends saw studying as very important, 42%, than were boys, 31%.

Percentage Point Difference of 10 Percentage Points or More
Friends Thought Studying Was Very Important

	PPD
European American 34% to African American and Asian American 48%	14
Boys 31%; girls 42%	11
Nevers and leavers 36% to joiners 46%	10

Grades – Half of the tenth graders said their friends thought it was very important to get good grades. About one in twenty said their friends gave good grades no importance.

The percentages indicating varying degrees in the extent to which their friends thought getting good grades was important were as follows: not, 6%; somewhat, 44%; and very 50%. Again, ethnicity and sex of student showed differences. Less than half of the European American tenth graders said that their friends thought getting good grades was important compared with two-thirds of the African-American tenth graders. More girls, 56%, said their friends thought good grades were very important than did boys, 44%.

Percentage Point Difference of 10 Percentage Points or More
Friends Thought Getting Good Grades Was Very Important

	PPD
European American 46% to African American 67%	21
Boys 44%; girls 56%	12
4-H leavers 47% to 4-H joiners 61%	14

Discussion:
It is of concern that a fairly large percentage of tenth graders were under the impression that their friends did not think studying was very important. This finding coincides with information about the small amount of time spent on homework. Have teachers reduced pressure for studying and let so many kids get by without studying that tenth graders no longer see studying as being an important activity?

Have they gained the feeling that one can learn without studying? If tenth graders responded to the term as meaning applying themselves and learning on their own, this finding is especially disconcerting in that lifelong learning depends upon people having both the skills and the discipline to seek out and master information. Or perhaps teachers have been able to induce the same kind of concentrated attention through inquiry approaches or other means so that the activity goes on and skills are built up but that the term studying is no longer an appropriate label for the activity.

It is of interest that those of ethnic backgrounds other than European American were more likely to view their friends as thinking studying and attending class was very important. Do others feel they have to work harder to succeed? If teens of European-American heritage feel studying is less important, will more of them fall behind those students of other heritages who place more importance on school performance? Or do others feel they must study harder because they feel at a disadvantage because what they are studying is imbedded in a culture other than their own?

Although socialization by gender seemed to be eliminated in some other aspects of the study, there remained a difference in how boys and girls viewed the importance of being an active educational participant. Currently "white" men are less likely automatically to get the best jobs because they are "white" and they are men. Those boys, and especially those European-American boys, who do not accord schooling high importance may find themselves at a greater disadvantage in the job market than their fathers and grandfathers. Parents of European-American heritage may need to pay more attention to changes in the employment market and be less tolerant if they have sons who are do not give school performance high priority.

INAPPROPRIATE BEHAVIOR

Most tenth graders, 90% or more, viewed the following behaviors as never okay: use drugs at school; abuse teachers physically; steal from school, students, or teachers; drink alcohol on the school grounds; destroy school property; or bring weapons to school. At the other extreme, more than half said it was okay at least rarely to talk back to teachers, copy someone else's work, and be late for school at least rarely. The behavior that the highest percent, 7%, thought was often okay was copying someone else's work. The behaviors with the highest percent saying sometimes okay were being late, 28%; and copying someone else's work, 21%.

There was very little difference in students' views of okay behavior when the six variables were examined. Less than one in ten, 6%, showed a substantial difference. The percent of the 10 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 20%; ethnicity, 14%; socio-economic status, 5%; sex of student, 11%; and region, 2%. Urbanicity did not show any substantial differences in relation to how respondents felt about okay behavior.

In presenting the findings, first an overall comparison will be made. Then the individual items will be examined in clusters. These questions were not asked in the 1988 survey so no comparison can be made.

Overview

Never okay – **There was considerable range in the percent of tenth graders who thought it was never okay to do certain things. The tenth graders were more likely to feel that activities frowned upon by the larger society were never okay than they were to feel that activities primarily disruptive to schooling were never okay.**

The range was from 97% saying it was never okay to use drugs at school or abuse teachers physically to 20% saying it was never okay to be late for school. The other percentages saying it was never okay were as follows: steal from the school, a student or a teacher, 96%; drink alcohol on the school grounds, 94%; destroy school property, 93%; bring weapons to school, 91%; smoke on the school grounds, 86%; belong to a gang, 89%; make racist remarks, 85%; make sexist remarks, 76%; get into physical fights, 69%; cheat on tests, 67%; cut a couple of classes, 61%; skip school a whole day, 59%; disobey school rules, 55%; talk back to teachers, 49%; and copy someone else's homework, 35%.

Often okay – **On the other hand, very few felt that the eighteen behaviors were often okay. The range was from 7% saying it was often okay to copy someone else's work to less than one percent who said it was often okay to steal from school, a student or a teacher, use drugs at school, or physically abuse teachers.**

The other percentages saying it was often okay were as follows: smoking on the school grounds, 5%; talking back to teachers, 4%; making sexist remarks, 3%; cheating on tests, 3%; disobey school rules, 3%; be late for school, 2%; cut a couple of classes, 2%; skip school for a whole day, 2%; get into physical fights, 2%; belong to gangs, 2%; make racist remarks, 2%; destroy school property, 1%; drink alcohol at school, 1%;

and bring weapons to school, 1%. None of the variables showed substantial differences in the percent of tenth graders who said it was often okay to do these things.

The responses seemed either to be often or never. In terms of the in-between responses, tenth graders were more likely to say it was rarely okay than it was sometimes okay. The most frequent rarely responses were: be late for school, 49%; copy someone else's work, 37%; talk back to teachers, 35%; cut a couple of classes, 26%; skip school for a whole day, 28%; and disobey school rules, 32%. One in five said it was okay in a rare instance to cheat on tests or get into physical fights. One in ten said it was okay in a rare instances to make sexist or racist remarks.

The percent indicating that it was sometimes okay usually were 25% or less. Over a fourth said that it was sometimes okay to be late for school. Over a fifth said it was sometimes okay to copy someone else's work. About one in ten said it was sometimes okay to talk back to teachers, cut a couple of classes, skip school for a whole day, disobey school rules, or cheat on tests.

Tardiness and Absence

There was considerable variation in the extent to which tenth graders thought it was okay to miss part or all of class or a school day. Several thought it was okay to be late, cut a class, or skip a day at least rarely.

Be Late – **Most, four out of five, tenth graders thought it was okay to be late for school at least rarely.**

The percentage responses to the question of how often it is okay to be late to school were as follows: often, 2%; sometimes, 28%; rarely, 49%; never, 20%. There were differences in the percent saying it was never okay to be late according to family type, ethnicity and socio-economic status. Those living with their father only were least likely and those living with someone other than a parents were most likely to say it was never okay to be late. European Americans were least likely and African Americans were most likely to say it was never okay to be late to school.

Those from the lowest socio-economic status quartile were most likely and those from the highest quartile were least likely to say it was never okay. However, in no case did the subgroup which was most likely to oppose being late exceed 30%.

Percentage Point Difference of 10 Percentage Points or More
Never Okay to Be Late

	PPD
Father only 13% to other family 30%	17
European American 18% to African American 30%	12
Highest SES quartile 16% to lowest SES quartile 26%	10

Cut Classes – **About two out of five tenth graders said it was okay to cut classes at least rarely.**

The percentage responses to the question of how often it is okay to cut a couple of classes were as follows: often, 1%; sometimes, 11%; rarely, 26%; never, 61%. Ethnicity, family type and region showed differences. There was a substantial difference related to ethnicity with 46% of the Native Americans as compared with 72% of the African-American tenth graders saying it was never okay to cut a class or two. Those living with their father only were least likely and those living with someone other than a parent were most likely to say it was never okay to cut classes. Tenth graders from the Western region were least likely and those from the South were most likely to say it was never appropriate to cut classes.

Percentage Point Difference of 10 Percentage Points or More
Never Okay to Cut a Couple of Classes

	PPD
Native American 46% to African American 72%	26
Father only 57% to other family 73%	18
West 52% to South 68%	16

Skip A Day – Two out of five said it was okay to skip a whole day of classes at least rarely.

The percentage responses to the question of how often it is okay to skip school for a whole day were as follows: often, 2%; sometimes, 10%; rarely, 28%; never, 59%. Ethnicity and family type showed differences. European Americans were least likely and African Americans were most likely to say it was never appropriate to skip school for a day. Those living with someone other than their family were most likely to say it was never appropriate to skip school for a day.

Percentage Point Difference of 10 Percentage Points or More
Never Okay to Skip School For A Day

	PPD
European American 57% to African American 73%	16
Father/stepmother, mother only 55% to other family 71%	16

Cheating and Disobeying

When it came to how they did their work, the tenth graders were most likely to think that copying work was okay at least rarely and most likely to feel that cheating on tests was never okay.

Cheat On Tests – One third of the tenth graders said that it was okay to cheat on tests at least rarely.

The percentage responses to the question of how often it is okay to cheat on tests were as follows: often, 3%; sometimes, 9%; rarely, 22%; never, 67%. Ethnicity was the only variable to show a difference. Hispanic Americans were least likely and Native Americans were most likely to say it was never okay to cheat on tests.

Percentage Point Difference of 10 Percentage Points or More
Never Okay to Cheat On Tests

	PPD
Hispanic American 65% to Native American 76%	11

Copy – Almost two thirds of the tenth graders thought it was okay to copy someone else's work at least rarely. Over a fourth said this was sometimes or often okay.

The percentage responses to the question of how often it is okay to copy someone else's work were as follows: often, 7%; sometimes, 21%; rarely, 37%; never, 35%. Family type, ethnicity, and socio-economic status showed differences. Those living with their father only were least likely and those living with someone other than a parent were most likely to say it never was appropriate to copy someone else's work. European Americans were least likely and Native Americans were most likely to say it was never okay to copy someone else's work. Those from the highest socio-economic quartile were least likely and those from the lowest quartile were most likely to say it was never okay.

Percentage Point Difference of 10 Percentage Points or More
Never Okay to Copy Someone Else's Work

	PPD
Father only 26% to other family 55%	29
European American 32% to Native American 49%	17
Highest SES quartile 30% to lowest SES quartile 40%	10
Nevers and leavers 33% to joiners 44%	11

Disobey Rules – Somewhat under half of the tenth graders said it was okay to disobey school rules at least rarely.

The percentage responses to the question of how often it is okay to disobey school rules were as follows: often, 3%; sometimes, 10%; rarely, 32%; never, 55%. Those living with their father only were least likely and those living with someone other than a parent were most likely to say it was sometimes okay to disobey school rules. Girls were more likely to think it was never okay to disobey school rules than were boys.

Percentage Point Difference of 10 Percentage Points or More
Never Okay to Disobey School Rules

	PPD
Father only 42% to other family 67%	25
Boys 47%; girls 63%	16

Violence

Most tenth graders did not feel it was okay to engage in three behaviors, physical fights, belonging to gangs, and bringing weapons to school because of the potential for violence.

Fights – Somewhat under a third thought it was okay to get into a physical fight at least rarely.

The percentage responses to the question of how often it is okay to get into physical fights were as follows: often, 2%; sometimes, 8%; rarely, 22%; never, 69%. Those living with their father and stepmother were least likely and those living with someone other than a parent were most likely to say it was never appropriate to get into a fight.

Percentage Point Difference of 10 Percentage Points or More
Never Okay to Physically Fight

	PPD
Boys 55%; girls 83%	28
Father/stepmother 60% to other family 73%	13

Gangs – About one in ten said it was okay to belong to gangs at least rarely.

The percentage responses to the question of how often it is okay to belong to gangs were as follows: often, 2%; sometimes, 3%; rarely, 7%; never, 89%. None of the variables showed substantial differences in the percent agreeing with the question.

Weapons – **About one in ten thought it was at least rarely justified to bring weapons to school.**

The percentage responses to the question of how often it is okay to bring weapons to school were as follows: often, 1%; sometimes, 2%; rarely, 6%; never, 91%. The only substantial difference appeared related to sex of students. Girls, 96%, were more likely than boys, 86%, to say that it was never okay to bring weapons to school.

Percentage Point Difference of 10 Percentage Points or More
Never Okay to Bring Weapons to School

	PPD
Boys 86%; girls 96%	10

Inappropriate Remarks

There has been an effort throughout American society to eliminate the amount of racist and sexist remarks. It appeared that most tenth graders, regardless of characteristic, were aware of these efforts and knew that such remarks were not appropriate.

Racist Remarks – **Some, 16%, thought it was okay to make racist remarks at least rarely.**

The percentage of responses to the question of how often it is okay to make racist remarks were as follows: often, 2%; sometimes, 3%; rarely, 11%; never, 85%. The only difference appeared related to family type. Those living only with their father were least likely and those living only with someone other than a parent were most likely to say it was never appropriate to make racist remarks.

Percentage Point Difference of 10 Percentage Points or More
Never Okay to Make Racist Remarks

	PPD
Father only 73% to other family 90%	17

Sexist Remarks – **One-fourth thought it was okay at least rarely to make a sexist remark.**

The percentage responses to the question of how often it is okay to make sexist remarks were as follows: often, 3%; sometimes, 6%; rarely, 15%; never, 76%. Boys were least, 65%, and girls, 87%, were most likely to say it was never okay to make sexist remarks. Family type also showed a difference. Those living with their father only were least likely and those living with both parents were most likely to say it was never okay to make sexist remarks.

Percentage Point Difference of 10 Percentage Points or More
Never Okay to Make Sexist Remarks

	PPD
Boys 65%; girls 87%	22
Father only 65% to both parents 76%	11

Property

Very few tenth graders thought it was okay at any time to steal or to damage school property.

Steal – **A few, 5%, said it was appropriate to steal from the school, students, or teachers at least rarely.**

The percentage responses to the question of how often it is okay to steal from school, students, or teachers were as follows: often, < 1%; sometimes, 1%; rarely, 3%; never, 96%. None of the variables showed substantial differences in the percent agreeing with the question.

School Property – **A few, 8%, said it was all right to destroy or damage school property at least rarely.**

The percentage responses to the question how often it is okay to destroy or damage school property were as follows: often, 1%; sometimes, 1%; rarely, 6%; never, 93%. None of the variables showed substantial differences in the percent agreeing with the question.

Use of Harmful Substances

Very few tenth graders thought it was okay to smoke, drink alcohol or use illegal drugs at school. These views seemed consistent regardless of the seven variables examined in this study.

Smoking – **More than one in ten, 15%, said it was okay to smoke on the school grounds at least rarely.**

The percentage responses to the question of how often it is okay to smoke on the school grounds were as follows: often, 5%; sometimes, 4%; rarely, 6%; never, 86%. A difference occurred related to ethnicity. Almost all African Americans, 96%, said it was never okay as compared with 76% of the Native American tenth graders.

Percentage Point Difference of 10 Percentage Points or More
Never Okay to Smoke on School Grounds

	PPD
Native Americans 76% to African Americans 96%	20

Alcohol – **A few, 6%, said it was okay to drink alcohol at school at least rarely.**

The percentage responses to the question of how often it is okay to drink alcohol during the school day were as follows: often, 1%; sometimes, 1%; rarely, 4%; never, 94%. None of the variables showed substantial differences in the percent agreeing with the question.

Illegal Drugs – **A few, 3%, said it was okay to use illegal drugs during the school day.**

The percentage responses to the question of how often it is okay to use illegal drugs during the school day were as follows: often, 1%; sometimes, 1%; rarely, 1%; never, 97%. None of the variables showed substantial differences in the percent agreeing with the question.

Disrespect For Teachers

Tenth graders were considerably more likely to think that there were situations where it was okay to talk back to teachers than there were situations where it was okay to physically abuse them.

Physical Abuse – **A few, 3%, said it was okay at least rarely to physically abuse teachers.**

The percentage responses to the question of how often it is okay to abuse teachers physically were as follows: often, 1%; sometimes, <1%; rarely, 2%; never, 97%. None of the variables showed substantial differences in the percent agreeing with the question.

Talk Back – **Half said it was okay at least rarely to talk back to teachers.**

The percentage responses to the question of how often it is okay to talk back to teachers were as follows: often, 4%; sometimes, 13%; rarely, 35%; never, 49%. Girls were most likely and boys were least likely to say that it was never okay to talk back to teachers. Those living with their father only were least likely and those living with someone other than a parent were most likely to say it was never okay to talk back to a teacher.

Percentage Point Difference of 10 Percentage Points or More
Never Okay to Talk Back to Teachers

	PPD
Father only 41% to other family 55%	14
Boys 43%; girls 54%	11

Discussion:
It would appear that the standards and rules imposed by the larger society so far has had an impact of tenth graders and they are not willing to say that they condone behaviors that society has been vocal in repudiating. However, the larger society has not been as vocal about attendance, cutting classes and copying work, and tenth graders are more likely to see times and reasons when missing school is okay. Perhaps, in addition to emphasizing preparation for work and the kind of employees that employers want, more national leaders should stress the kind of attention to school work that is needed in order to be prepared for jobs when they leave school.

POSITIVE BEHAVIORS

Just as tenth graders were not likely to condone negative behaviors, almost all supported the four positive behaviors asked about in the 1990 survey. Unfortunately the question was asked as a straight yes and no question rather than with a frequency scale as agree and disagree statement so we don't know either the strength with which the tenth graders held to these statements or the conditions under which they might not live up to them. The support of the behaviors seemed uniform in that none of the variables used in the study showed differences of 10 percentage points or more. These questions were not asked in the 1988 survey so no comparison can be made.

It is okay – **Most tenth graders, over ninety percent, thought it was okay to work hard for good grades, ask challenging questions, solve problems using new and original ideas, and help other students with their schoolwork.**

The percentages saying yes, it was okay, were as follows: to work hard for good grades, 97%; ask challenging questions, 92%; solve problems using new and original ideas, 93%; and help other students with their schoolwork, 92%.

None of the variables examined in the study showed substantial differences. It appeared that these kinds of behaviors were seen as okay regardless of such things as ethnic background, socio-economic status, sex of student, and family type. The largest difference in range across groups was seven percentage points which appeared related to socio-economic status and asking challenging questions.

Discussion:
It is encouraging that 10th graders said these behaviors were okay. It is particularly encouraging that almost all felt asking challenging questions and solving problems using new and original ideas were okay. The last item, helping other students with their school work could be viewed either as a positive statement (teaching each other) or as a negative behavior (letting someone else copy or telling someone else the answers). We wonder about this given the percent that thought copying was okay at least in rare instances.

Responses to these questions may hold implications for nonschool programs. Are programs for older teens challenging enough? Do they provide them opportunities to help others?

VIEWS OF SCHOOL QUALITY

Most students saw their school as a place where people got along well with each other. Even though students thought that students got along well together, over 70% said that other students often disrupted class and 40% said that the disruption affected their learning. Although about half said that students got by with misbehaving, 70% said that discipline was fair and two-thirds thought their school had strict rules. Very few thought their school was unsafe.

There was very little difference in students' views of school quality when the six variables were examined. Less than one in ten, 9%, showed a substantial difference. The percent of the 30 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 20%; ethnicity, 20%; and socio-economic status, 13%. Sex of student, region, and urbanicity did not show any substantial differences in relation to how respondents viewed the quality of the school they attended.

For the two questions in the tenth grade survey which had also been included in the eighth grade survey. There were no substantial differences, 10 or more percentage points, between how the group responded to these statements as eighth graders and how they responded as tenth graders.

Most Agreement – **Over three-fourths of the tenth graders agreed (either agree or strongly agree) that students made friends across ethnic lines, teaching was good, and teachers were interested in students.**

The statements to which over half of the tenth graders agreed were as follows: students make friends with students of other racial and ethnic groups, 87%; the teaching is good, 82%; teachers are interested in students, 76%; students get along well with teachers, 74%; other students often disrupt class, 71%; there is a real school spirit, 70%; discipline is fair, 70%; most of my teachers really listen to what I have to say, 70%; rules for behavior are strict, 64%; when I work hard on schoolwork, my teachers praise my effort, 57%; and misbehaving students often get away with it, 53%.

Although a high percent of the students agreed with the statements, few strongly agreed. The percent saying they strongly agreed with a statement ranged from 3% strongly agreeing that they were put down by teachers, 3% don't feel safe, and 4% strongly agreeing they were put down by students to 26% strongly agreeing that students made friends across ethnic lines. The other statements where at least 10% strongly agreed were: other students often disrupt class, 18%; there is real school spirit, 17%; rules are strict, 16%; teaching is good, 14%; teachers are interested in students, 13%; misbehaving students get away with it, 12%; most teachers really listen, 10%; and teachers praise hard work, 10%.

Least Agreement – **Tenth graders were less likely to agree with statements that indicated problems. However, from one in five to two in five did agree with several such statements. Less than one in ten felt unsafe at school.**

Fewer than half agreed with the following statements: disruptions by other students get in the way of my learning, 40%; in school I often feel put down by other students, 20%; in class I often feel put down by my teachers, 16%; and I don't feel safe at school, 8%.

The range in the percent strongly disagreeing was from students get along well with teachers, 2%, to don't feel safe at this school, 46%. Other statements where 10 percent or more strongly disagreed were as follows: to feeling put down by teachers, 25%; and disruptions get in the way of my learning, 12%.

Relationships

Most students saw their school as a place where people got along well with each other. Most thought that students got along well across ethnic groups , teachers and students got along well, and students got along well with each other.

Ethnic – **Most tenth graders, 86%, thought that the students at their school made friends with students of other racial or ethnic groups. There were only small differences in the responses across ethnic groups.**

The responses to the statement, "Students make friends with students of other racial and ethnic groups," were as follows: strongly agree, 26%; agree, 60%; disagree, 10%; and strongly disagree, 3%.

None of the variables showed a substantial difference. There was only a five percentage point spread across the ethnic groups. The percentages agreeing or strongly agreeing with the statement were as follows: Native Americans, 85%; European Americans, 86%; African Americans, 88%; Hispanic Americans, 89%; and Asian Americans, 90%. Within those percentages the percentages strongly agreeing with the statement were as follows: Native Americans, 23%; European Americans, 24%; African Americans, 31%; Hispanic Americans, 31%; and Asian Americans, 34%. This statement was not used in the 1988 survey.

Student-Student – **About one student in five felt they were put down by other students.**

The responses to the statement, "In school I often feel put down by other students," were as follows: strongly agree, 4%; agree, 16%; disagree, 57%; and strongly disagree, 23%. Only family type showed a substantial difference. Those living with someone other than a parent were least likely and those living with their father only were most likely to feel other students put them down.

Percentage Point Difference of 10 Percentage Points or More
Students Put Down by other Students

	PPD
Other family 18% to father only 32%	14

Student-Teacher – **About three-fourths of the tenth graders thought that students got along well with teachers.**

The responses to the statement, "Students get along well with teachers," were as follows: strongly agree, 5%; agree, 69%; disagree, 23%; and strongly disagree, 3%. Somewhat more, 7%, agreed (strongly agree or agree) with the statement as tenth graders than agreed as eighth graders. The responses in the eighth grade survey were as follows: strongly agree, 8%; agree, 59%; disagree, 27%; and strongly disagree, 6%.

Ethnicity, family type and socio-economic status showed differences across ranges of 10 percentage points or more in the tenth grade responses. African Americans were least likely and Asian Americans were most likely to say that students got along well with teachers. Those living with someone other than either parent were least likely and those living with their father only were most likely to agree with this statement. Those in the lowest socio-economic quartile were least likely and those in the highest quartile were most likely to agree. Only ethnicity showed a difference in the eighth grade survey. Then the range also was between African American and Asian-American students.

Percentage Point Difference of 10 Percentage Points or More
Students Get Along Well With Teachers - Agree (A and SA)

	PPD
African American 62% to Asian American 83%	21
Other family 66% to father only 81%	15
Lowest SES quartile 68% to highest SES quartile 82%	14

Teachers Respect Students

Students were least likely to feel that teachers put them down, and most likely to think that teachers did not give them enough praise for hard work.

Interested – **Three-fourths of the tenth graders thought that teachers were interested in students.**

The responses to the statement, "Teachers are interested in students," were as follows: strongly agree, 13%; agree, 62%; disagree, 20%; and strongly disagree, 4%. Although somewhat more checked the strongly agree choice in the eighth grade survey, the overall percentage agreeing with the statement in 1988 and 1990 was very similar. The response in the eighth grade survey were: strongly agree, 18%; agree, 57%; disagree, 19%; and strongly disagree, 5%.

The only difference appeared related to family type. Again, the range in percent was between those living with their fathers only (least) and those living with someone other than a parent who were most likely to say that teachers were interested in students. No substantial differences appeared in the eighth grade analysis.

Percentage Point Difference of 10 Percentage Points or More
Teachers Are Interested in Students

	PPD
Father only 68% to other family 81%	13

Praise – **More than two out of five tenth graders felt that teachers did not praise them enough when they worked hard.**

The responses to the statement, "When I work hard on schoolwork, my teachers praise my effort," were as follows: strongly agree, 10%; agree, 47%; disagree, 37%; and strongly disagree, 6%. Somewhat more, 7%, agreed with this statement in the eighth grade survey than did in the tenth grade survey. The change came in the percent strongly agreeing with the statement. The responses in the eighth grade survey were: strongly agree, 16%; agree, 47%; disagree, 30%; and strongly disagree, 6%.

Only ethnicity showed a substantial difference in the tenth grade analysis. European American and Native-American tenth graders were least likely and Asian Americans were most likely to believe that teachers praised them when they worked hard. Ethnicity also showed a substantial difference in the response to this question by the eighth graders. However, then the range was from African American (low) to European American (high) agreeing with the statement.

Percentage Point Difference of 10 Percentage Points or More
Teachers Praise Hard Work

	PPD
European American and Native American 54% to Asian American 66%	12
Mother/stepfather 54% to father only 66%	12
Leavers 51% to joiners 64%	13

Really Listen – Seven out of ten tenth graders felt that teachers really listened to them.

The responses to the statement, "Most of my teachers really listen to what I have to say," were as follows: strongly agree, 10%; agree, 60%; disagree, 25%; and strongly disagree, 6%. The overall response was very similar to the eighth grade response, although tenth graders were more likely to agree and less likely to strongly agree with the statement. The eighth grade responses were: strongly agree, 13%; agree, 55%; disagree, 25%; and strongly disagree, 6%.

None of the variables showed substantial differences in the percent agreeing with the question. The eighth grade data showed a range of 13 percentage points across the ethnic groups' responses, with Native American least likely and Asian American most likely to state that teachers listen to them.

"Put Down" By Teachers – About one in five felt put down by teachers.

The responses to the statement, "In class I often feel 'put down' by my teachers," were as follows: strongly agree, 3%; agree, 14%; disagree, 58%; and strongly disagree, 25%. There was a slight increase in the percent agreeing with the statement when responses were compared with those of the eighth graders. The eighth grade responses were as follows: strongly agree, 5%; agree, 17%; disagree, 57%; and strongly disagree, 21%.

None of the variables showed substantial differences in the percent of tenth graders agreeing with the question. A difference of 14 percentage points occurred related to ethnicity in the 1988 responses with Asian Americans least likely and Native Americans most likely to say that teachers put them down in class.

Quality of the School

Even though some tenth graders saw some problems with relations between teachers and students, most tenth graders thought the teaching at their school was good. Most also felt that there was good school spirit.

Teaching – Most tenth graders, four out of five, agreed that the quality of teaching was good in their school.

The responses to the statement, "The teaching is good," were as follows: strongly agree, 14%; agree, 68%; disagree, 15%; and strongly disagree, 4%. Although there was no change in the total percent agreeing with the statement, there was a difference in the percent strongly agreeing rather than just agreeing between eighth and tenth grade. The percentages in the eighth grade survey were: strongly agree, 18%; agree, 62%; disagree, 15%; and strongly disagree, 5%.

None of the variables showed substantial differences related to responses to this statement either in the eighth or tenth grade studies.

Spirit – Slightly fewer, seven out of ten, agreed that there was real spirit at their school.

The responses to the statement, "There is a real school spirit," were as follows: strongly agree, 17%; agree, 53%; disagree, 25%; and strongly disagree, 5%. The responses were about the same as those given in the eighth grade. The eighth grade responses were as follows: strongly agree, 18%; agree, 51%; disagree, 26%; and strongly disagree, 5%.

None of the variables showed a substantial difference when the tenth grade data were analyzed.

Disruption and Safety

Even though students thought that students got along well together, several said that other students often disrupted class and that the disruption affected their learning. Although about half said that students got by with misbehaving, seventy percent said that discipline was fair and two-thirds thought their school had strict rules. Very few thought their school was unsafe.

Classes Disrupted – Seven out of ten said that other students often disrupted classes.

The responses to the statement, "Other students often disrupt class," were as follows: strongly agree, 18%; agree, 53%; disagree, 26%; and strongly disagree, 3%. Tenth graders were less likely to feel that other students disrupted their classes than was found for in general for eighth graders. The eighth graders' responses were strongly agree, 22%; agree, 56%; disagree, 20%; and strongly disagree, 2%.

In the tenth grade data, socio-economic status, showed a difference with those in the highest socio-economic quartile least likely and those in the lowest quartile most likely to feel that their classes had been disrupted. However, the lower percentage represented almost two-thirds in the highest socio-economic quartile agreeing with the statement. Ethnicity showed a 23 percentage point difference between African American (low) and Hispanic-American tenth graders (high) agreeing with this statement.

Percentage Point Difference of 10 Percentage Points or More
Students Disrupt Classes - Agree (A and SA)

	PPD
African American 24% to Hispanic American 65%	41
Highest SES quartile 64% to lowest SES quartile 74%	10

Learning Disturbed – Two out of five said that the disruptions affected their learning.

The responses to the statement, "Disruptions by other students get in the way of my learning," were as follows: strongly agree, 9%; agree, 31%; disagree, 48%; and strongly disagree, 12%. The tenth and eighth grade responses were about the same. The eighth grade responses were as follows: strongly agree, 10%; agree, 30%; disagree, 47%; and strongly disagree, 14%.

Ethnicity, socio-economic status, and family type all showed differences in the tenth graders' responses. European Americans, those from the highest socio-economic quartile and those living with their father only were least likely to say that the disruptions affected their learning. Ethnicity and socio-economic status showed differences in the eighth grade responses.

Percentage Point Difference of 10 Percentage Points or More
Disruptions Disturb Learning - Agree (A and SA)

	PPD
European American 36% to Native American 53%	17
Highest SES quartile 32% to lowest SES quartile 45%	13
Father only 37% to other family 48%	11
Stayers 42% to joiners 58%	16

Students Get By – About half thought that students got away with misbehavior at their school.

The responses to the statement, "Misbehaving students often get away with it," were as follows: strongly agree, 12%; agree, 41%; disagree, 38%; and strongly disagree, 9%. Their was very little difference in the following eighth grade responses: strongly agree, 14%; agree, 38%; disagree, 36%; and strongly disagree, 11%.

Only ethnicity showed a difference in the tenth grade responses. African-American students were least likely and Native Americans were most likely to agree with this statement. None of the variables showed a difference in the eighth grade analysis.

Percentage Point Difference of 10 Percentage Points or More
Misbehaving Students Often Get Away With It - Agree (A and SA)

	PPD
African American 46% to Native American 59%	13

Discipline – Seven out of ten thought discipline was fair.

The responses to the statement, "Discipline is fair," were as follows: strongly agree, 6%; agree, 64%; disagree, 23%; and strongly disagree, 7%. The eighth and tenth grade responses were very similar. The eighth grade responses were strongly agree, 9%; agree, 60%; disagree, 23%; and strongly disagree, 8%.

Ethnicity, socio-economic status and family type showed differences in the tenth grade responses to this statement. Even though there were substantial differences those least likely to think discipline was fair still made up almost two-thirds or more of each category. Those of African or Native-American heritage were least likely and those of Asian-American heritage were most likely to think that discipline was fair. Those in the lowest socio-economic quartile were least likely and those in the highest quartile were most likely to feel that discipline was fair. Family type was the only variable that showed a difference in range of 10 or more points in the eighth grade study.

Percentage Point Difference of 10 Percentage Points or More
Discipline is Fair - Agree (A and SA)

	PPD
African American and Native American 64% to Asian American 77%	13
Lowest SES quartile 63% to highest SES quartile 75%	12
Father/stepmother 73% to father only 84%	11

Strict Rules -- Two-thirds of the tenth graders thought the rules in their school were strict.

The responses to the statement, "Rules for behavior are strict," were as follows: strongly agree, 16%; agree, 50%; disagree, 33%; and strongly disagree, 3%. There was only a two percentage point difference in the percent agreeing (strongly agree or agree) in the eighth and tenth grade responses. The eighth grade responses were strongly agree, 19%; agree, 49%; disagree, 19%; and strongly disagree, 3%.

None of the variables in either survey showed substantial differences in the percent agreeing with the statement.

Unsafe -- Very few, 8%, said they felt unsafe at school.

The responses to the statement, "I don't feel safe at school," were as follows: strongly agree, 2%; agree, 6%; disagree, 46%; and strongly disagree, 46%. The greatest difference between eighth and tenth grade came with the percent strongly disagreeing. Evidently somewhat more tenth graders felt quite safe in their school than had said so when they were eighth graders. The eighth grade percentages were strongly agree, 3%; agree, 8%; disagree, 50%; and strongly disagree, 38%.

None of the variables showed substantial differences in either study.

Discussion:

It is very difficult for a teacher to be equally interested in and responsive to every one of his or her students. Yet, if one believes in equal opportunity, each student deserves to get equal attention. It is apparent from some of the responses in the section on teacher respect that some students do not feel that teachers did not give them enough attention. Another point that emerges from this study seems to be that students disturb other student's learning, but that students think that is within what is appropriate in a school which has fair discipline and strict rules. This inconsistency may need attention within school systems.

It is important for those working with older teens to note that praising hard work, really listening, and not putting teens down are areas where teens continue to be sensitive as they move from youth to adulthood. The finding that there was relatively little difference on any of the items between the responses of the students as eighth graders and as tenth graders indicates that neither grade was viewed as markedly different on the characteristics covered in this question. In most cases, different teachers and school buildings provided the context in the two years.

School Systems and School Classes

In addition to information about the kinds of schools that tenth graders attend, this section also presents three major areas probed in the NELS questionnaire: extent to which classes were viewed as challenging, kind of experiences in science and mathematics classes, and what tenth graders thought was given the most emphasis in classes.

CHARACTERISTICS

Although there was considerable diversity in school size with both parochial and private schools were represented, the four out of five students in this survey attended public schools. There was considerable variation in class size. About one in three attended a school with fewer than 300 tenth graders. Somewhat more than one in ten attended a school with more than 550 tenth graders. The average (mean) total school enrollment was between 1,000 and 1,199 students. About one in ten tenth graders attended a school with fewer than 400 students. About one in twenty attended a school with 2,500 or more students enrolled.

Overall, about a third, 32%, of the comparisons yielded substantial differences. The percent of the 19 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: urbanicity, 75%; region, 63%; and ethnicity, 47%. None of the differences were as great as ten percentage points when family type, socio-economic status and sex of student were examined.

Kind of School – Most, but not all of the schools were public schools.

The percentages of tenth graders according to the schools they attended were as follows: public, 84%; Catholic, 5%; private, other religions, 2%; private not religious, 1%; private, not ascertained, 1%; not in school, 7%.

Substantial differences appeared related to urbanicity where 84% of the urban schools were public and 10% were Catholic as compared with 96% of the rural schools, public, and less than 1% Catholic.

The differences in percentages attending a public school almost reached the 10 percentage points mark. The range was from 79% of youngsters from the highest socio-economic quartile to 88% of those from the next to lowest socio-economic quartile attending public schools. The percentages attending various schools according to socio-economic quartile were as follows: Lowest Quartile: public, 82%; Catholic, 1%; private, other religions, <1%; private, not religious, <1%; private, not ascertained, 0%; not in school, 16%; Next to Lowest Quartile: public, 88%; Catholic, 4%; private, other religions, 1%; private, not religious, <1%; private, not ascertained, <1%; not in school, 6%; Next to Highest Quartile: public, 87%; Catholic, 7%; private, other religions, 2%; private, not religious, 1%; private, not ascertained, 1%; not in school, 4%; Highest Quartile: public, 79%; Catholic, 10%; private, other religions, 4%; private, not religious, 4%; private, not ascertained, 2%; not in school, 2%.

Differences related to region were not substantial. The greatest percentage difference appeared in the public schools where the range was from 84% of the Northeastern schools to 92% of the schools in the other three regions.

Differences related to ethnicity were not substantial. However, Asian-American tenth graders were slightly more likely to be in private religious schools than were those of other ethnic backgrounds. The range in percent in public schools was from 81% of the tenth graders of Asian-American heritage to 86% of the Native Americans. The range in participation in Catholic schools was from 1% of the Native Americans to 8% of the Asian Americans.

Differences related to sex of student were very small. The greatest difference, less than 2 percentage points, appeared related to public schools.

In the eighth grade all except 12% of the grade schools attended were public schools (8% Catholic, 3% other religions, and 1% private, not religious).

Percentage Point Difference of 10 Percentage Points or More
Kind of School

	PPD
Public	
Urban 84% to rural 96%	12
Catholic	
Rural < 1% to urban 10%	10

Tenth Grade Enrollment – **Over half of the tenth graders attended a school that had fewer than 300 tenth graders. At one extreme, 15% attended a school with fewer than 100 tenth graders. At the other extreme, 6% attended a school which enrolled more than 700 tenth graders.**

The percentages of respondents according to enrollment in the tenth grade were as follows: 1 - 99, 15%; 100 -199, 17%; 200 - 299, 18%; 300 - 399, 14%; 400 - 549, 14%; 550 - 699, 8%; 700 or more, 6%; not enrolled in school, 7%. (In the paragraphs that follow remember that the percent not in school is figured into the total.)

Urbanicity showed dramatic differences in the number of 10th graders in the school. The percentages in schools of fewer than 200 tenth graders were as follows: rural, 74%; suburban, 31%; urban, 10%. The differences in percentages in schools with more than 550 tenth graders were not as dramatic, rural, 2%; suburban, 13%; urban, 28%.

There was also a marked difference by region. The percentages in schools of fewer than 200 tenth graders were as follows: Northeast, 44%; North Central, 48%; South, 28%; and West, 20%. The differences in percentages in schools with more than 550 tenth graders were also not as dramatic, Northeast, 7%; North Central, 11%; South, 20%; and West, 27%.

There were differences related to ethnicity and tenth grade enrollment. European-American tenth graders were most likely to be in schools with 10th grade enrollment of 200 or fewer and least likely to be in schools with 10th grade enrollments of 550 or more. Tenth graders of Hispanic-American heritage were least likely to be in schools with 200 or fewer tenth graders and were most likely to be in schools with 550 or more tenth graders. The percentages in schools with less than 200 tenth graders were as follows: Hispanic Americans, 16%; African Americans, 20%; Asian Americans, 21%; Native Americans, 29%; and European American, 37%. The percentages in schools with 550 or more tenth graders were as follows: European Americans, 11%; Native Americans, 18%; Asian Americans, 19%; African Americans, 23%; and Hispanic Americans, 29%.

All four socio-economic quartiles were represented about equally in all enrollment categories. The range across socio-economic quartiles was very small. The greatest difference was five percentage points. Boys and girls were equally spread throughout the various sized tenth grade classes. All differences were less than one percentage point.

Percentage Point Difference of 10 Percentage Points or More
10th Grade Enrollment

	PPD
1-99	
Urban 10% to rural 47%	37
West 10% to North Central 24%	14
African American 6% to European American 18%	12
4-H joiners 11% to stayers 31%	20
100-199	
West 10% to Northeast 32%	22
Urban 9% to rural 27%	18
Hispanic American 9% to European American 19%	10

Percentage Point Difference of 10 Percentage Points or More
10th Grade Enrollment (continued)

200-299	
Rural 13% to suburban 23%	10
West 12% to Northeast 22%	10
Hispanic American 9% to African American, European American, and Native American 19%	10
300-399	
Rural 6% to suburban 17%	11
Native American 5% to Asian American and Hispanic American 15%	10
400-549	
Rural 5% to urban 22%	17
Northeast 12% to West 24%	12
Native American 11% to Hispanic American 21%	10
550-699	
Rural 2% to urban 17%	15
European American 4% to Hispanic American 19%	15
700 or more	
North Central 2% to West 15%	13
Rural < 1% to urban 11%	11

The total number of students in tenth grade in the participating school systems may have been slightly larger than in the eighth grade but there was considerable diversity in number of students both in 1988 and in 1990. The eighth grade survey showed that over two-thirds of the schools in the study enrolled more than 100 eighth graders. The range in enrollment was from 16% of the schools having fewer than 50 eighth graders to 13% of the schools having more than 400.

School Size – **The average (mean) total school enrollment was between 1,000 and 1,199 students. About one in ten tenth graders attended a school with fewer than 400 students. About one in twenty attended a school with 2,500 or more students enrolled.**

The percentages of respondents according total school enrollment were as follows: 1 - 399, 11%; 400 - 599, 10%; 600 - 799, 10%; 800 - 999, 11%; 1,000 - 1,199, 13%; 1,200 - 1,599, 14%; 1,600 - 1,999, 11%; 2,000 - 2,499, 7%; 2,500 and over, 5%; not enrolled, 7%. (In the paragraphs that follow remember that the percent not in school is figured into the total.)

There were marked differences in total school size according to urbanicity. Fifty-seven percent of the rural schools and 19% of the suburban as compared with 12% of the urban schools had total school enrollments of less than 600. At the other extreme, 2% of the rural schools had enrollments of 2,000 or more as compared with 12% of the suburban schools and 24% of the urban schools.

There were also marked differences in total school size according to region. The North Central region, 38%, had more schools with 600 or fewer students than did the other three regions West, 16%; South, 18%; and Northeast, 19%. Six percent of the Northeastern schools and 7% of the North Central schools had total school enrollments of more than 2,000 as compared with 17% of the Southern and 22% of Western schools.

Although several enrollment groups showed differences of from seven to nine percentage points, only two categories showed differences of more than ten percentage points. However, European American, 25%, and Native Americans, 28%, were more likely to be in schools with less than 600 students than were Hispanic Americans, 12%; African Americans, 12%; and Asian Americans 13%. At the other extreme, European American, 9% were less likely to be in schools with total enrollments of 2,000 or more than were African Americans and Asian Americans, 17%; Native Americans, 18%; and Hispanic Americans, 28%.

All four socio-economic quartiles were represented about equally in all enrollment categories. The range across socio-economic quartiles was very small. The greatest difference was 4 percentage points. Differences related to sex of student were very small, two percentage points or less.

Percentage Point Difference of 10 Percentage Points or More
School Enrollment

	PPD
1-399	
Suburban 7% to rural 35%	28
Northeast 8% to North Central 20%	12
4-H joiners 7% to stayers 26%	19
400-599	
Urban 3% to rural 22%	19
West 6% to North Central 18%	12
600-799	
West 5% to Northeast 22%	17
Hispanic American 9% to African American, European American, and Native American 19%	10
4-H nevers, 8% to joiners 18%	10
800-999	
West 5% to Northeast 16%	11
1000-1199	
North Central 7% to South 18%	11
1200-1599	
Rural 4% to urban 20%	16
1600-1999	
Native American 6% to Hispanics 21%	15
Rural 3% to urban 17%	14
Northeast 6% to West 20%	14
2000-2499	
Rural 2% to urban 12%	10
2500 or more	
European American 3% to Hispanic American 18%	15
Rural < 1% to urban 12%	12
North Central 1% to West 12%	11

Over half of the schools included in the eighth grade survey had at least 600 students (including 16% that had more than 1,000 students). About a fourth had fewer than 400 students in the whole system (including 5% that had fewer than 200 students in the whole school).

Discussion:

Both the 1988 and 1990 surveys showed that many of the youngsters who are viewed as being typical of all youngsters come from very large schools. One wonders whether all youngsters get equal attention and help in large systems. Are there enough guidance counselors to go around? Is the size of the school one reason why more young people leave school before they were to graduate in 1990 than in 1960 when school systems were smaller? Is it one of the reasons why some youngsters do so poorly on standardized tests? In large schools there must be a special effort to make each youngster feel that he or she is just as important to teachers and school personnel as every other youngster. Do youngsters in a large high school get the same feeling of "community" that those in a smaller school do? If not, what needs to be done to help youngsters build that sense of "community" that they will need in later years?

On the other hand, what limitations if any do students face who attend the fewer small schools indicated in the study? Are offerings more limited? Are they less prepared for the environments of large universities? Do they face sufficient competition to stimulate learning? Are socio-economic differences more apparent and do they have more effect upon depressing students?

Neither a large or a small sized student body is necessarily harmful or helpful; it is the way that resources and size are handled in relation to the kind of direct interest and attention that each student receives. However, regardless of size, many schools are unable to equally meet the needs of all students. Those working with community youth program need to be sensitive to those tenth graders who feel ignored or neglected by the school system and need to try to augment formal school opportunities as well as help the school system and the youngster establish better rapport.

COURSES

There was considerable diversity in the courses that tenth graders had taken since they entered high school. Almost all had taken one or more English, Science, Math, and History courses. Almost two-thirds had taken a foreign language course. Fewer had taken other humanities courses. Most had taken physical education courses. Almost half had taken a typing or word processing course. About a fourth had taken one or more other vocational or technical courses. Relatively few, less than 10%, had taken some advanced or specialized courses.

Overall, almost half, 48%, of the comparisons yielded substantial differences. Ethnic background seemed to make the most difference in terms of selection of school program. Each of the variables yielded at least one substantial difference. However, ethnicity showed the greatest number of differences across groups of ten percentage points or more. The percent of the 31 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 81%; family type, 58%; region, 58%; socio-economic status, 48%; urbanicity, 23%; and sex of student, 19%.

Number of Semesters

Some courses are year long courses. Others are only for one semester.

Most Frequent – There was considerable diversity in the courses taken in the ninth or tenth grade. Almost all, 98%, of the tenth graders had taken English in high school. The next most frequently taken courses were Physical Education and Biology.

Courses taken by two-thirds or more of the tenth graders included the following: English, 98%; Physical Education, 88%; Biology, 86%; Algebra I, 69%; and World History, 68%. Two other courses were taken by at least half of the tenth graders: Foreign Language, 64%; and Geometry, 50%. Almost half, 49%, had taken a Typing or Word Processing class by the end of the tenth grade.

Two Years – English was the only course that a large percentage of tenth graders had taken for two years.

The courses most frequently taken for two years were as follows: English, 74%; Physical Education, 40%; and Foreign Language, 36%.

One Year – Biology was the only course taken for only one year by a large percentage of the tenth graders.

The courses most frequently taken for one year were as follows: Biology, 76%; Algebra I, 56%; and World History, 52%.

One-half Year – The courses most frequently taken for one-half a year were in the areas of Family Life Education and Typing or Word Processing.

Course taken by ten percent or more of the tenth graders for just one-half year included the following: Family Life (sex education), 24%; Typing/Word Processing, 20%; Computer Education, 16%; Government or Civics, 12%; Art, 11%; Geography, 11%; Computer Science, 10%.

Least Frequent – Relatively few, less than 10% had taken Other Math, Agriculture, Consumer Education, Trigonometry, Psychology/Sociology, Computer Science, Physics, Principles of Technology, Pre-Calculus, or Calculus

Courses taken by fewer than one in ten tenth graders included the following: Other Math, 9%; Agriculture, 8%; Consumer Education, 7%; Trigonometry, 7%; Psychology/sociology, 5%; Computer Science, 5%; Physics, 5%; Principles of Technology, 2%; Pre-Calculus, 2%; Calculus, 1%.

English – Most tenth graders, all except 2%, had taken English courses. Almost three-fourths had taken two years of English. About one in five said that they had taken a Remedial English Class.

The percentages taking varying amounts of English were as follows: English: none, 2%; one-half year, 1%; one year, 17%; one and one-half years, 5%; two years, 74%; Remedial English, 19%. There were no differences of ten or more percentage points in the percentage taking English courses. Socio-economic quartile showed differences related to the percent taking Remedial English.

Percentage Point Difference of 10 Percentage Points or More
Remedial English

	PPD
Highest SES quartile 11% to lowest SES quartile 27%	16

Understanding the World – Most tenth graders, over two-thirds, had taken a history course or other course designed to help them understand the world around them.

The percentages of tenth graders taking various amounts of courses which help them understand their country and the world were as follows: World History: none, 32%; one-half year, 7%; one year, 52%; one and one-half years, 2%; two years, 7%; U.S. History: none, 64%; one-half year, 6%; one year, 27%; one and one-half years, 1%; two years, 3%; Government or Civics: none, 74%; one-half year, 12%; one year, 13%; one and one-half years, .4%; two years, .6%; Economics: none, 84%; one-half year, 9%; one year, 6%; one and one-half years, .4%; two years, .9%; Geography: none, 70%; one-half year, 11%; one year, 18%; one and one-half years, .4%; two years, 1%

Geography showed the fewest substantial differences. Only ethnicity made a substantial difference in which tenth graders had taken geography. Economics and World History showed substantial differences related to region and ethnicity. U.S. History showed substantial differences related to region and family type. Government or Civics showed substantial differences related to family type, region, and ethnicity.

There were substantial differences related to region for all of the courses except geography. Even though at least three-fifths of the tenth graders had taken a World History course, Northeastern tenth graders were most likely and Southern tenth graders were least likely to have taken a World History course. Northeastern tenth graders were most likely and Western tenth graders were least likely to have taken a U.S. History course. Southern tenth graders were most likely and Western tenth graders were least likely to have taken a Government or Civics Course

Southern tenth graders were most likely and Northeast and North Central students were least likely have taken a Economics Course. However, even in the region with the highest percentage of tenth graders saying they had taken an Economics course less than a fourth had taken such a course.

Ethnicity showed differences for all courses except U.S. History. Asian-American tenth graders were least likely to have taken Civics, Economics and Geography. Native Americans were most likely to have taken World History and Economics. African Americans were most likely to have taken Geography and Government or Civics courses. Family type showed differences related to U.S. History, and Government or Civics. Tenth graders living with someone other than a natural or adoptive parent were most likely to have taken U.S. History and least likely to have taken a government or civics course.

Percentage Point Difference of 10 Percentage Points or More
History, Civics, Economics, and Geography

World History	PPD
South 60% to Northeast 80%	20
African American 66% to Native American 76%	10
Stayers 58% to nevers 68%	10
U.S. History	
West 27% to Northeast 49%	22
Father/stepmother 33% to other family 46%	13
Leavers 29% to joiners 39%	10
Government or Civics	
West 14% to South 37%	23
Asian American 16% to African American 38%	22
Other family 20% to father only 34%	14
Economics	
Asian American 11% to Native American 29%	18
Northeast and North Central 11% to South 23%	12
Geography	
Asian American 25% to African American 37%	12

Math Classes -- **Algebra, taken by about two-thirds, was the most frequently taken mathematics class, followed by Geometry. A few tenth graders had taken other math classes. One in five had taken Remedial Math.**

Over two-thirds of the tenth graders had taken Algebra I. About a third had taken Pre-Algebra, and over a fourth had taken Algebra II. About half had taken a geometry course. Twenty percent said they had taken a Remedial Math course in ninth or tenth grade.

The percentages having taken various amounts of mathematics courses were as follows: General Math: none, 69%; one-half year, 3%; one year, 17%; one and one-half years, 2%; two years, 9%; Pre-Algebra: none, 66%; one-half year, 6%; one year, 25%; one and one-half years, 1%; two years, 2%; Algebra I: none, 31%; one-half year, 7%, one year, 56%; one and one-half years, 2%; two years, 3%; Geometry: none, 50%; one-half year, 5%; one year, 44%; one and one-half years, 1%; two years, 1%; Algebra II: none, 73%; one-half year, 5%; one year, 22%; one and one-half years, .3%; two years, .4%; Trigonometry: none, 93%; one-half year, 4%; one year, 3%; one and one-half years, .1%; two years, .1%; Pre-Calculus: none, 98%; one-half year, 1%; one year, 1%; one and one-half years, .1%; two years, .1%; Calculus: none, 98%; one-half year, 1%; one year, 1%; one and one-half years, .1%; two years, .2%; Consumer/Business Math: none, 90%; one-half year, 3%; one year, 6%; one and one-half years, .4%; two years, .7%; Other Math: none, 91%; one-half year, 2%; one year, 6%; one and one-half years, .4%; two years, 2%.

The variables examined in this study showed several substantial differences in terms of who took mathematics courses. Only Pre-Calculus and Calculus did not show any differences of ten percentages points or more. At the other extreme, Geometry showed substantial differences related to all variables except sex of students. It is to be noted that sex of students did not show substantial differences for any of the math courses.

Socio-economic status appeared to make the most difference in who took what Math courses. Substantial differences related to socio-economic status appeared in relation to all except trigonometry and other math. Those from the lowest quartile were most likely to have taken Remedial Math, General Math, Pre-Algebra, and Consumer or Business Math. Those from the highest quartile were most likely to have taken Algebra I and II or Geometry. The greatest range, 43 percentage points, appeared when Geometry was examined by socio-economic status. Here, as well as throughout this report, it is important to remember that some students from the lower socio-economic quartile had taken Algebra I and II or Geometry and some from the highest quartile had taken Remedial Math, General Math, Pre-Algebra, and Consumer or Business Math.

After socio-economic status, family type showed substantial differences in relation to most of the math courses. In general, those youngsters who were living with both parents were most likely have taken Algebra I and II or Geometry courses and those living with someone other than a natural or adoptive parent were more likely to have taken some of the other math courses.

Tenth graders of Asian-American descent were least likely to have taken Remedial Math, General Math, Pre-Algebra, and Consumer or Business Math, and were most likely to have taken Algebra I and II, Geometry, or Trigonometry. Students of Native American backgrounds were least likely to have taken Algebra I and II, Geometry, or Trigonometry. However, it is to be noted that 5% of the Native American tenth graders had taken a Trigonometry class. Native Americans showed the highest percentage having taken Remedial Math, Consumer or Business Math, or Other Math. African Americans showed the highest percentage having taken General Math, and tenth graders of Hispanic backgrounds showed the highest percentage having taken Pre-Algebra.

Region appeared to make a substantial difference in relation to the percentages taking Pre-Algebra, Geometry and Algebra II. Tenth graders from the Western region were most likely to have taken Pre-Algebra and those from the Northeast were most likely to have taken Geometry and Algebra II.

Tenth graders from the South were least likely to have taken Geometry and those from the North Central and South were least likely to have taken Algebra II. Region did not show substantial differences related to the Other Math classes. Urbanicity only showed a substantial difference related to those who had taken Geometry. Those from urban areas were most likely and rural tenth graders were least likely to have taken Geometry.

Percentage Point Difference of 10 Percentage Points or More
Mathematics Courses

Algebra I	PPD
Lowest SES quartile 57% to highest two SES quartiles 74%	17
Native American 57% to European American 70%	13
Father only 61% to both parents 71%	10
Joiners 58% to stayers 74%	16
Geometry	
Lowest SES quartile 30% to highest SES quartile 73%	43
Native American 33% to Asian American 65%	32
Other family 30% to both parents 57%	27
Rural 41% to urban 57%	16
South 46% to Northeast 61%	15
Joiners 40% to nevers 54%	14
Algebra II	
Native American 13% to Asian American 37%	24
Lowest SES quartile 17% to highest SES quartile 40%	23
Other family 12% to both parents 30%	18
North Central and South 24% to Northeast 34%	10

Percentage Point Difference of 10 Percentage Points or More
Mathematics Courses (continued)

Trigonometry	
Native American 5% to Asian American 17%	12
Remedial Math	
Highest SES quartile 10% to lowest SES quartile 31%	21
Both parents 26% to father only and other family 39%	13
Asian American 17% to Native American 29%	12
General Math	
Highest SES quartile 16% to lowest SES quartile 47%	31
Asian American 23% to African American 44%	21
Both parents 24% to father/stepmother and other family 41%	17
Stayers 24% to joiners 35%	11
Pre-Algebra	
Both parents 30% to other family 52%	22
Highest SES quartile 23% to lowest SES quartile 43%	20
Asian American and European American 30% to Hispanic American 46%	16
Northeast 27% to West 41%	14
Consumer/Business Math	
Asian American 5% to Native American 23%	18
Highest SES quartile 5% to lowest SES quartile 15%	10
Other Math	
European American 8% to Native American 21%	13

Science Classes – **Biology was by far the most frequently taken science class with 86% of the tenth graders having taken at least one-half semester.**

The next most frequently indicated course was General Physical Science with 44% having taken at least a half semester.

The percentages having taken various amounts of science courses were as follows: General Science: none, 72%; one-half year, 3%; one year, 21%; one and one-half years, 1%; two years, 3%; General Physical Science: none, 1%; one-half year, 56%; one year, 5%; one and one-half years, 37%; two years, 1%; Biology: none, 14%; one-half year, 6%; one year, 76%; one and one-half years, 1%; two years, 2%; Earth Science: none, 71%; one-half year, 5%; one year, 23%; one and one-half years, .4%; two years, 1%; Chemistry: none, 83%; one-half year, 2%; one year, 14%; one and one-half years, .3%; two years, .2%; Principles of Technology: none, 98%; one-half year, 1%; one year, 1%; one and one-half years, .1%; two years, 2%; Physics: none, 95%; one-half year, 2%; one year, 3%; one and one-half years, .2%; two years, .3%; Other Science: none, 89%; one-half year, 3%; one year, 7%; one and one-half years, 2%; two years, 1%.

None of the variables showed substantial differences in the percent of tenth graders who had taken Principles of Technology, Physics, or Other Science. Ethnicity, socio-economic status, and region showed substantial differences in the percent who had taken Biology. The highest percent of any sub-group saying they had taken at least a semester of Biology was 93% of the tenth graders in the highest socio-economic quartile. The lowest percent was Native American, 70%.

Differences related to ethnicity appeared for five of the science courses. Asian Americans were most likely to have taken Chemistry and least likely to have taken General Physical Science, General Science and, with Hispanics, Earth Science. Native Americans showed the highest percent having taken an Earth Science course and the lowest percent having taken Chemistry.

Differences related to region appeared for Biology, General Physical Science, Earth Science, and Chemistry. The largest difference, 23 percentage points, appeared in relation to region and General Physical Science with tenth graders from the Northeast being least likely and those from the South being most likely to have had such a course. Those from the North Central and Southern regions were least likely and those from the Northeast were most likely to have taken an Earth Science course. The range across regions in the percent who had taken a Biology course was from 78% of Western tenth graders to 90% of those living in the South and Northeast.

Socio-economic status showed a difference related to Biology, Chemistry, and General Science. Those from the highest socio-economic quartile were most likely to have taken Biology and Chemistry and least likely to have taken General Science. Conversely, those from the lowest socio-economic status quartile were least likely to have taken Biology and Chemistry and most likely to have taken General Science.

Family type showed a difference in relation to Chemistry and General Science. Those living with both parents were most likely to have taken Chemistry and least likely to have taken General Science.

Percentage Point Difference of 10 Percentage Points or More
Science Courses

	PPD
Biology	
Native American 70% to European American 87%	17
Lowest SES quartile 77% to highest SES quartile 93%	16
West 78% to South and Northeast 90%	12
Joiners 76% to stayers 89%	13
General Physical Science	
Northeast 32% to South 55%	23
Asian American 36% to African American 50%	14
General Science	
Highest SES quartile 17% to lowest SES quartile 37%	20
Both parents 25% to father only 40%	15
Asian American 26% to Native American 36%	10
Earth Science	
Asian American and Hispanic American 27% to Native American 49%	22
North Central and South 24% to Northeast 46%	22
Chemistry	
Native American 8% to Asian American 25%	17
Lowest SES quartile 12% to highest SES quartile 27%	15
West 13% to Northeast 26%	13
Other family 10% to both parents 20%	10

Language and the Arts – **Many tenth graders, almost two-thirds, had taken a foreign language, but few, art, 36%; music, 31%; drama, 21%, had taken arts courses in the ninth or tenth grade.**

The percentages of tenth graders taking various amounts of humanities courses were as follows: Foreign Language: none, 36%; one-half year, 4%; one year, 22%; one and one-half years, 2%; two years, 36%; Art: none, 64%; one-half year, 11%; one year, 17%; one and one-half years, 2%; two years, 6%; Music: none, 69%; one-half year, 5%; one year, 10%; one and one-half years, 2%; two years, 14%; Drama: none, 89%; one-half year, 4%, one year, 4%; one and one-half years, .5% ; two years, 2%.

All of the variables examined in this study showed substantial differences in the percentage taking foreign language courses. Three of the variables, socio-economic quartile, ethnicity, and region showed differences of 25 percentage points or more. Those from the highest socio-economic quartile, Asians, and those from the Northeast were most likely to have taken a foreign language before they completed the tenth grade. Those from the lowest socio-economic quartile, Native Americans, and those from the South were least likely to have taken a foreign language.

Urban youngsters and girls were more likely to have taken a foreign language course than were rural youngsters and boys. The highest percentages of tenth graders taking foreign languages by the time they finished their tenth year were 82% of the tenth graders in the highest socio-economic quartile and 82% of those living in the Northeast. The lowest percent, 43%, appeared for Native Americans.

Region was the only one of the six main variables that showed a difference related to Art. Those from the South were least likely and those from the Northeast were most likely to have taken an art class in high school. Sex of student and family type showed differences related to Music. Girls were more likely to have taken a music class than were boys. Those living with their father and a stepmother were least likely and those living with someone other than a natural or adoptive parent were most likely to have taken a music class.

Percentage Point Difference of 10 Percentage Points or More
Humanities Courses

Foreign Language	PPD
Lowest SES quartile 47% to highest SES quartile 82%	35
Native American 43% to Asian American 77%	34
South 57% to Northeast 82%	25
Rural 51% to Urban 69%	18
Mother only 53% to both parents 69%	16
Boys 59; girls 69%	10
Joiners 53% to nevers 67%	14
Art	
South 29% to Northeast 48%	19
Music	
Father/stepmother 20% to other family 41%	21
Boys 25%; girls 37%	12
Joiners 24% to stayers 38%	14

Less than half of the students in the eighth grade survey indicated having Music, 45%, or Art class, 42%. Somewhat over a fourth, 29%, indicated they were taking a foreign language in eighth grade and 11% said they were taking a drama or speech class.

Development – Most tenth graders, 88%, had taken courses which help with physical development. Fewer, about a third or less, had taken courses which facilitated social or spiritual development.

The percentages of tenth graders taking various amounts of courses which help them develop physically, socially, or spiritually were as follows: Physical Education: none, 12%; one-half year, 8%; one year, 30%; one and one-half years, 10%; two years, 40%; Family Life (sex education): 65%; one-half year, 24%; one year, 9%; one and one-half years, .3%; two years, 2%; Religious Education: none, 84%; one-half year, 1%; one year, 3%; one and one-half years, 1%; two years, 10%; Psychology/Sociology: none, 95%; one-half year, 3%; one year, 2%; one and one-half years, .2%; two years, .2%

None of the variables showed differences of 10 percentage points or more in the percent taking Psychology/Sociology courses in their first two years of high school. Ethnicity was the only variable which showed such differences in relation to physical education. European-American tenth graders were most likely to be taking such courses.

At the other extreme, five variables, socio-economic status, ethnicity, region, family type, and urbanicity showed substantial differences related to the percent of tenth graders taking religious classes. However, in each case the largest percentage did not exceed 25%. Region showed a difference in the percent taking family life courses. Southern tenth graders were least likely and Northeastern tenth graders were most likely to have taken family life courses.

Percentage Point Difference of 10 Percentage Points or More
At Least Half a Semester of Self-Development Courses

	PPD
Physical education	
Native American 78% to European American 89%	11
Religious education	
Lowest SES quartile 8% to highest SES quartile 25%	17
Native American 9% to Asian American 23%	14
South 11% to Northeast 24%	13
Other family 7% to both parents 19%	12
Rural 10% to urban 21%	11
Family Life Studies	
South 28% to Northeast 42%	14

Any Vocational Course – **Somewhat over a fourth, 29%, of the tenth graders had taken at least one vocational or technical course.**

All of the main variables except urbanicity showed a difference of 10 percentage points or more. The greatest difference appeared related to socio-economic status. About one in five of the tenth graders from the highest socio-economic quartile had taken a vocational-technical course as compared with almost two in five of those in the lowest quartile. But even where there were substantial differences, the percentages for those who were most likely to have taken a course never reached 40% and the lowest percentage usually exceeded 20%.

Boys were more likely to have taken a vocational course than were girls. Students from the South and West were most likely and those from the Northeast were least likely to have taken a vocational course. African Americans were most likely and European Americans were least likely to have taken such courses. Those who lived with their father and a stepmother were most likely and those who lived with both parents were least likely to have taken a vocational course.

Ranges Showing Differences of 10 Percentage Points or More
In Having Taken Any Vocational Class

	PPD
Highest SES quartile 19% to lowest SES quartile 37%	18
Girls 22%; boys 34%	12
Northeast 21% to South and West 33%	12
European American 26% to African American 37%	11
Both parents 26% to father/stepmother 36%	10
4-H nevers and leavers 25% to stayers 36%	11

Specific Vocational Courses – **The range in the percent of youth who had taken a specific vocational/technical course during the ninth or tenth grade was from 8% having taken a consumer education course and 7% having taken an agricultural class to almost half, 49%, having taken a typing or word processing course.**

A fourth or slightly more than a fourth had taken a Computer Education, Shop, or Home Economics course. When the percentages for Home Economics and Consumer Education were combined, it was clear that less than a third of the students who were tenth graders in 1990 had taken such a family-focused course in their first two years of high school.

The percentages of tenth graders taking various amounts of vocational-technical courses were as follows: Computer Science: none, 82%; one-half year, 10%; one year, 6%; one and one-half years, .4%; two years, 1%; Computer Education: none, 72%; one-half year, 16%; one year, 10%; one and one-half years, 1%; two years, 2%; Computer Literacy: none, 88%; one-half year, 8%; one year, 4%; one and one-half years, .2%;

two years. 4%. Typing/Word Processing: none. 51%; one-half year. 20%; one year. 25%; one and one-half years 1%; two years. 2%. Shop: none. 75%; one-half year. 6%; one year. 12%; one and one-half years 1%. two years. 6%. Home Economics: none. 76%; one-half year. 8%; one year. 13%; one and one-half years .7%; two years. 2%. Consumer Education: none. 94%; one-half year. 3%; one year. 3%; one and one-half years. .1%; two years. .2%. Career Exploration: none. 91%; one-half year. 6%; one year. 3%; one and one-half years .2%; two years. .3%; Agriculture: none. 93%; one-half year. 2%; one year. 3%; one and one-half years. .2%; two years. 2%.

Three courses. Consumer Education. Career Exploration. and Computer Literacy did not show ranges of 10 or more percentage points for any of the seven variables.

Several substantial differences appeared when the percent taking vocational-technical courses was examined according to the study's variables. Five of the six variables showed differences of 10 percentage points or more for all of the courses except Agriculture and Computer Education. Gender differences, ethnicity, and family type appeared for Typing/Word Processing, Home Economics, and Shop. Region showed differences related to Typing/Word Processing, and Computer Education. Family type also showed differences related to Computer Education. Socio-economic status showed differences related to Home Economics and Shop. Urbanicity showed differences related to Typing/Word Processing, Home Economics, Agriculture, and Shop.

The greatest difference, 30 percentage points, appeared in the percentages of girls and boys taking Shop. However, even though there were differences - girls, 10% and boys, 40%. - fewer than half of the boys had taken a shop course in their first two years of high school.

Typing/word processing classes showed the highest percent of tenth graders having taken such a course, and showed the greatest number of substantial differences when seven variables were used. All except socio-economic status showed substantial differences. The greatest difference appeared related to family type with a range from 40% of those living with their father and a stepmother to 61% of those living with someone other than either family taking such courses. Girls, 57%, were somewhat more likely to have taken a typing or word processing class. However, a fairly sizeable percent of boys, 40%, had taken such a course. Tenth graders from the Northeast were least likely and those from the North Central were most likely to have taken typing/word processing classes. Rural tenth graders were more likely to have taken such courses than were urban tenth graders. European American tenth graders were most likely and Native Americans were least likely to have taken such courses.

Home Economics and Shop showed substantial differences on the same five variables. Boys were considerably more likely to have taken Shop (40% to 10%) and somewhat less likely to have taken Home Economics than girls (14% to 33%). Those from the lowest socio-economic quartile were most likely and those from the highest quartile were least likely to have taken Home Economics or Shop. Native Americans were most likely and Asians were least likely to have taken these courses. Those living with both parents were least likely to have taken Home Economics or Shop.

Agriculture showed substantial differences related to urbanicity and 4-H. However, even among rural youngsters only 14% had taken an Agricultural class in 9th or 10th grade. Those who were in 4-H in the eighth grade were more likely to have taken a vocational agriculture course than those who had never been in 4-H. It was interesting to note that differences between girls, 3%, and boys, 10%, taking agriculture did not reach 10 percentage points. The other ranges in percent taking Agriculture that were not substantial were as follows: SES - highest 3% to 11% lowest quartile; ethnicity - Asian Americans 3% to 9% Native Americans; and region - Northeast 2% to 10% South.

Computer education showed differences related to family type and region. Those living with someone other than a natural or adoptive parent were least likely and those living with both parents or with their father and a stepmother were most likely to have taken a computer education course. Those from the South were least likely and those from the Northeast were most likely to have taken a computer education course.

Percentage Point Difference of 10 Percentage Points or More
-Vocational-Technical Courses

Typing/word processing	PPD
Father/stepmother 40% to other family 61%	21
Boys 40%; girls 57%	17
Northeast 42% to North Central 56%	14
Urban 45% to rural 59%	14
Native American 37% to European American 50%	13
Nevers 49% to stayers 61%	12
Home Economics	
Highest SES quartile 13% to lowest SES quartile 33%	20
Boys 14%; girls 33%	19
Asian American 18% to Native American 37%	19
Urban 20% to rural 33%	13
Both parents 21% to other family 33%	12
Shop	
Girls 10%; boys 40%	30
Highest SES quartile 17% to lowest SES quartile 32%	15
Both parents 24% to father/stepmother 36%	12
Asian American 22% to Native American 33%	11
Urban 21% to rural 32%	11
Agriculture	
Urban 2% to rural 14%	12
Nevers 5% to stayers 17%	12
Computer Education	
Other family 17% to both parents and father/stepmother 29%	12
South 22% to Northeast 33%	11

The eighth grade survey asked only about Consumer Education, Home Economics, and Agriculture. In the eighth grade, 25% took a home economic course, 27% took a shop course, 6% took a consumer education course, and 4% took a agriculture course. About a third had taken a computer course and 13% had taken typing.

Discussion:

The fact that there were several choices of courses in most areas and that several of the study variables showed substantial differences in most cases indicates that schools are attempting to help students make choices and provide for variation in course schedules. However, certain findings in the data are of concern to the authors.

The finding that youngsters from the lowest socio-economic quartile and Native Americans were least likely to have taken the Math and Science courses which are likely to prove essential to getting good jobs is of a good deal of concern. The study does not give reasons why this occurred in 1989 and 1990 when this group of young people were tenth graders. There may be a variety of reasons. Many of the youngsters probably did not have adults in their personal lives who encouraged them to take such courses and thus may not have wanted to tackle "hard" subjects. Some may not have had adequate preparation in grade school. Certainly there was a great range in background shown in the eighth grade tests. It is hoped that schools did not automatically make judgments about youth based on their background or heritage and discourage some youngsters from taking courses which were gateways to future jobs while encouraging others to do so.

The second finding that is of concern is the low percentage of ninth and tenth grade students who had taken a vocational class. Although the eighth grade survey only included five vocational courses, there is little evidence that the majority of tenth graders had had sufficient vocational courses in grade school that such courses were not needed in high school. If other courses were preparing students with basic ideas about the place of work in their lives, the fact that many had not taken a vocational course may be less important. However, if there were a tendency for high schools to concentrate on the college bound with little attention to the future life of those who were not headed for college, this could be a major problem. It was apparent from the combined eighth and tenth grade data that 4-H, Scouts, and other nonschool youth programs may need to make adjustments in their programs. They should teach basics of family living, shop, and other skills needed in everyday home maintenance so that they are more attractive to youngsters, in that schools seem to be paying little attention to these areas.

The third finding which has special implications both for schools and for nonschool programs is the relatively low percentage of young people who had taken a high school (or even an eighth grade) course in one of the expressive arts. Such courses as Music, Art, Drama, Speech, help youngsters learn to express their feelings, increase creativity, and set the basis for life long leisure activities.

Because a good many young people do not get experiences in the expressive arts in school, it may be especially important that nonschool youth programs provide opportunities in these areas.

VIEWS OF BASIC COURSES

There was considerable diversity in the extent to which tenth graders thought that the basic courses of English, Math, History, and Science were challenging. Depending upon the course, a fifth to a third said they were expected to show they really understood something almost every day. From a third of the History students to over half of the Mathematics students said they had to try hard almost every day. From a fifth, History, to half, Mathematics, said they were challenged to use their minds almost every day.

Many more said they took the basic courses because they were required than said it was because they wanted to take the course. The range giving required as their main reason was from 58% for Math to 73% for English. The percent saying they took a course because they wanted to take it ranged from 17% English, to 29% Mathematics.

Overall, a fifth, 20%, of the comparisons yielded substantial differences. Ethnic background seemed to make the most difference. The percent of the 36 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 47%; family type, 33%; region, 25%; socio-economic status, 6%; sex of student, 6%; and urbanicity, 3%.

Amount of Challenge Offered by Basic Classes

Show Understanding – **Depending upon the class, from a fifth (Mathematics) to almost a third (English) of the tenth graders said that they were seldom expected to show that they understood something. At the other extreme, from less than a fifth (English) to more than a third (Mathematics) said they were expected to show understanding almost every day.**

The frequency with which students felt they were asked to show they really understand rather than just give an answer in various classes were as follows: Math: not taking, 3%; never, 9%; less than once a week, 12%; about once a week, 15%; a few times a week, 23%; almost every day, 37%; English: not taking, 1%;

never 14%; less than once a week, 17%; about once a week, 18%; a few times a week, 25%; almost every day, 25%; History: not taking, 30%; never, 13%; less than once a week, 11%; about once a week, 13%; a few times a week, 16%; almost every day, 17%; Science: not taking, 10%; never, 12%; less than once a week, 13%; about once a week, 17%; a few times a week, 22%; almost every day, 26%.

Only History and family type showed a difference in the percent saying they were never challenged. Ethnicity seemed to make more difference in terms of whether students thought they were challenged to show real understanding every day. In all four courses, European Americans were least likely and Native Americans were most likely to say they they were challenged every day to show that they really understood the material. Family type also showed a substantial difference related to feeling challenged to show real understanding of Math.

Percentage Point Difference of 10 Percentage Points or More
Asked to Show They Really Understand

	PPD
Never	
History	
Father step/mother 12% to father only 22%	10
Almost Every Day	
Math	
Other family 29% to father only 47%	18
Asian American and European American 36% to Native American 47%	11
English	
European American 24% to Native American 34%	10
History	
European American 16% to Native American 27%	11
Science	
European American 14% to Native American 36%	22

Try Hard – **About one tenth grader in ten thought they seldom had to work hard (never or less than once a week). The range was from History 8% to English, 11%. At the other extreme, the range saying they had to work hard almost every day was from History, 32% to Math, 55%.**

The percentages indicating frequency with which they feel they work hard in basic classes were as follows: Math: not taking, 3%; never, 5%; less than once a week, 5%; about once a week, 7%; a few times a week, 26%; almost every day, 55%; English: not taking, 1%; never, 5%; less than once a week, 6%; about once a week, 9%; a few times a week, 31%; almost every day, 49%; History: not taking, 30%; never, 4%; less than once a week, 4%; about once a week, 8%; a few times a week, 21%; almost every day, 32%; Science: not taking, 10%; never, 4%; less than once a week, 5%; about once a week, 9%; a few times a week, 26%; almost every day, 46%.

The study variables showed no substantial difference in the percent saying they never worked hard in any of the four classes and no substantial differences in working hard every day in science classes.

Differences appeared in relation to ethnicity for Math, English, and History. European Americans were least likely and Native Americans were most likely to say they had to work hard every day in Math. Asian Americans showed the lowest percent for English and History. African Americans showed the highest percentage for English and Native Americans for Science.

Differences related to sex of student appeared for Math and English and for region for Math and History. More girls said they had to work hard every day in Math and English than did boys. Students in the West showed lower percentages saying they had to work hard every day in Math and History. Students in the South showed the highest percent saying they had to work hard every day in Math. Students in the Northeast were most likely to say they had to work hard every day in History.

Percentage Point Difference of 10 Percentage Points or More
Feel They Work Hard Almost Every Day

Math	PPD
Boys 47%; girls 62%	15
European American 53% to Native American 65%	12
Father/stepmother 49% to other family 60%	11
West 50% to South 60%	10
English	
Asian American 45% to African American 59%	14
Boys 43%; girls 56%	13
Father only 43% to other family 53%	10
History	
Asian American 28% to Native American 44%	16
Father/stepmother 27% to father only 41%	14
West 28% to Northeast 38%	10

Use Minds – **Over one in ten said they were seldom (less than once a week) or never challenged to use their minds in basic classes. The range was from 13% in Math to 23% in English. At the other extreme, from 21% in History to 50% in Math, said they were challenged to use their minds in class almost every day.**

The percentage of tenth graders according to frequency with which they felt really challenged to use their minds were as follows: Math: not taking, 3%; never, 7%; less than once a week, 6%; about once a week, 9%; a few times a week, 24%; almost every day, 50%; English: not taking, 1%; never, 11%; less than once a week, 12%; about once a week, 17%; a few times a week, 32%; almost every day, 28%; History: not taking, 30%; never, 8%; less than once a week, 8%; about once a week, 12%; a few times a week, 21%; almost every day, 21%; Science: not taking, 10%; never, 7%; less than once a week, 7%; about once a week, 11%; a few times a week, 27%; almost every day, 36%.

The study variables showed no substantial difference in the percent saying they never were challenged to really use their minds.

Family type showed substantial differences in all four subject areas in the percent who said they were really challenged to use their minds almost every day. However, there was no clear pattern as to one group consistently feeling more challenged than another. In Math and English those living with their father and a stepmother showed the lowest and those living with someone other than a parent showed the highest percent feeling they were frequently challenged to use their mind. However, the range related to History was from father and stepmother to father only. The range in relation to Science was from other family to mother and stepfather.

Ethnicity showed substantial differences related to Math and English with European Americans showing the lowest and African Americans showing the highest percentages saying they had to use their minds almost every day. Region showed a difference related to English with students from North Central showing the lowest and those from the South showing the highest percent saying that they had to use their minds everyday in English class.

Percentage Point Difference of 10 Percentage Points or More
Feel They Are Really Challenged To Use Their Minds Almost Every Day

Math	PPD
Father/stepmother 42% to other family 62%	20
European American 48% to African American 59%	11
4-H new joiners 41% to 4-H stayers 56%	15

Percentage Point Difference of 10 Percentage Points or More
Feel They Are Really Challenged To Use Their Minds Almost Every Day (continued)

English	
European American 25% to African American 41%	16
Father/stepmother 23% to other family 35%	12
North Central 22% to South 34%	12
History	
Father/stepmother 16% to father only 29%	13
Science	
Other family 29% to mother/stepfather 41%	12

Main Reason For Taking Basic Subjects

Why? – Over half of tenth graders take the four main subject areas because they are required. The percentage giving this as their main reason ranged from 56%, Science, to 73%, English. The percent saying they took a course because they wanted to take it ranged from 17%, English, to 29%, Mathematics. Recommendations from parents, friends, or teachers seldom was the main reason.

The percentages giving various main reasons for taking the four basic subjects were as follows: Math: Not taking it this term, 3%; It was required, 58%; I wanted to take it, 29%; My parents requested it, 1%; My teachers recommended it, 3%; My friends suggested it, .1%; My school assigned it, 6%; Science: Not taking it this term, 8%; It was required, 56%; I wanted to take it, 27%; My parents requested it, 1%; My teachers recommended it, 2%; My friends suggested it, .2%; My school assigned it, 6%; English: Not taking it this term, 1%; It was required, 73%; I wanted to take it, 17%; My parents requested it, .4%; My teachers recommended it, 1%; My friends suggested it, .1%; My school assigned it, 7%; History: Not taking it this term, 26%; It was required, 48%; I wanted to take it, 18%; My parents requested it, .5%; My teachers recommended it, 1%; My friends suggested it, .2%; My school assigned it, 6%.

Ethnicity showed a substantial difference related to the percent saying they took each of the four subjects because they were required. Asian Americans usually showed the smallest percentage saying they took a course because it was required. The ethnic groups showing the highest percentage taking a subject because it was required were as follows: Math: Hispanic Americans, 62%; Science, African Americans, 59%; English, European Americans, 75%; History, Native Americans, 53%.

There were substantial differences related to ethnicity in the percent indicating they wanted to take a course for all courses except History. In each case, tenth graders of Asian-American heritage showed the highest percentage indicating they took the course because they wanted to. However, even for this group the percentage was only around a third. Hispanic Americans often showed the lowest percent indicating they took a course because they wanted to: Math, 20%; Science, 21%; English, 14%. African Americans also showed 21% saying they took Science because they wanted to take it.

Regional differences appeared for being required to take the course as the main reason for enrolling in Math, Science, and History. Those from the North Central region were least likely and those from the South were most likely to say that they took Math and Science because they were required to do so. Students from the South and West were least likely and those from the Northeast were most likely to say they took History because it was required. North Central students showed the highest percent taking Math and Science because they wanted to. North East students showed the lowest percent saying they took Math course because they wanted to and Southern tenth graders showed the lowest percentages saying they took Science courses because they wanted to take them.

Family type showed substantial differences both in terms of taking Science because it was required and in taking Science courses because the student wanted to take them. The range in relation to taking because they were required was between father and stepmother and mother only. The range in terms of wanting to take Science courses was between those living with someone other than a parent and those living with both parents.

Percentage Point Difference of 10 Percentage Points or More
Main Reason For Taking Courses

Math	PPD
It was required	
North Central 51% to South 64%	13
Asian American 49% to Hispanic American 62%	13
I wanted to take it	
Hispanic American 20% to Asian American 36%	16
Lowest SES quartile 23% to highest SES quartile 34%	11
Northeast 26% to North Central 37%	11
Science	
It was required	
North Central 48% to South 62%	14
Asian American 46% to African American 59%	13
Father/stepmother 50% to mother only 60%	10
I wanted to take it	
Other family 12% to both parents 30%	18
Lowest SES quartile 20% to highest SES quartile 35%	15
African American and Hispanic American 21% to Asian American 34%	13
South 24% to North Central 34%	10
English	
It was required	
Asian American 64% to European American 75%	11
Other family 72% to father only 82%	10
I wanted to take it	
Hispanic American 14% to Asian American 25%	11
History	
Not taking it this term	
Northeast 10% to West 34%	24
Native American 15% to Asian American 30%	15
Rural 18% to urban 30%	12
It was required	
South and West 45% to Northeast 59%	14
Asian American 43% to Native American 53%	10

The eighth grade survey asked whether students saw the basic courses as useful. Slightly less than half of this group as eighth graders thought all four of the basic subjects would be useful in their future. However, all except 3% saw at least one of the basic courses as useful. Most eighth graders, over 85%, thought English and Math classes would be useful in the future while fewer thought Social Studies, 59%, and Science, 68%, would be useful to them. Lack in terms of understanding usefulness was dispersed throughout the variables included in the study. Ethnicity was the only variable showing any substantial difference. Ethnicity showed differences in relation to all four courses but not in relation to individual courses. African-American eighth graders were most likely and European-American eighth graders were least likely to think all four of the basic courses would be useful in their future.

Discussion:

Although somewhat difficult to interpret, the responses to questions about attitude toward courses raises important questions. Why do students have to be required to take courses for them to be willing to take them? How can interest in courses be generated to such an extent that students want to take them?

It was valuable that the survey tried to find out from students the extent to which they found their courses challenging. However, the findings can be interpreted in several ways. One way of looking at the responses is that for some youngsters the activities involved in the courses were not challenging enough to make them work hard, prove they understood the material, or really use their minds. Another way of looking at it is that the weaker students may be those who are most likely to feel that they are challenged to do these things everyday.

There is enough evidence in terms of response to the question of working hard when coupled with information given elsewhere in this report on the amount of time spent on homework that would indicate that some teachers are not being demanding enough in what they expect of their students. There is also evidence that some teachers are not teaching in such a way that students feel really engaged and challenged.

CONFIDENCE IN CLASSES

About half of the tenth graders thought they learned quickly and got good grades in English, but only somewhat more than a third thought it was one of their best subjects. Close to half said that they got good grades in Mathematics, thought it was one of their best subjects and had always done well in Mathematics. One in five said they did badly on Mathematics tests.

Overall, over a third, 38%, of the comparisons yielded substantial differences. Ethnic background seemed to make the most difference. The percent of the 16 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: ethnicity, 75%; family type, 69%; socio-economic status, 56%; and sex of student, 25%. Region and urbanicity did not show any substantial differences in relation to how students felt about English and Mathematics classes.

Self and English Classes

Overall – **Although more than half of the tenth graders thought they learned quickly and got good marks in English classes, only somewhat more than a third thought English was one of their best subjects.**

The following percentage of tenth graders indicated that the following statements were mostly true or true for them: I learn things quickly in English class, 58%; I get good marks in English, 52%; I'm hopeless in English class, 6%; English is one of my best subjects, 39%.

Learn Quickly – **Almost three-fifths said they learned things quickly in English classes. Only 7% said that the statement was definitely false.**

The percentages giving various responses to the statement, "I learn things quickly in English class," were as follows: false, 4%; mostly false, 3%; more false than true, 10%; more true than false, 24%; mostly true, 31%; true, 27%. Socio-economic status, ethnicity, and family type showed differences in the percentage saying the statement was true or mostly true. The lowest socio-economic quartile were least likely and the highest quartile was most likely to say they learned quickly in English class. Native Americans were least likely and Asian Americans and African Americans were most likely to say that they learned quickly in English class. Those living with both parents were most likely and those living with their father and stepmother were least likely to say the statement was true.

Percentage Point Difference of 10 Percentage Points or More
Learn Quickly in English Class

True or Mostly True	PPD
Lowest two SES quartiles 53% to highest SES quartile 67%	14
Father/stepmother 46% to both parents 60%	14
Native American 50% to Asian American and African American. 63%	13

Best Subject – **Two in five agreed that English was one of their best subjects. About one in five said this statement was false for them.**

The percentages giving various responses to the statement, "English is one of my best subjects," were as follows: false, 14%; mostly false, 7%; more false than true, 16%; more true than false, 23%; mostly true, 19%; true, 20%. Ethnicity, socio-economic status, and family type showed differences both in terms of the percentage saying the statement was true or mostly true and the percentage saying the statement was false or mostly false. Sex of students showed a difference in the percent saying the statement was true or mostly true for them. Girls were more likely to say that English was one of their best subjects than were boys. Native Americans were least likely and Asian Americans were most likely to indicate that English was one of their best subjects. Those living with both parents were most likely to say English was their best subject.

Percentage Point Difference of 10 Percentage Points or More
English is One of Student's Best Subjects

True or Mostly True	PPD
Boys 33%; girls 46%	13
Father/stepmother 31% to both parents 41%	10
Native American 32% to Asian American 42%	10
Lowest SES quartile 36% to highest SES quartile 46%	10
False or Mostly False	
Both parents 19% to other family 34%	15
Asian American 14% to Native American 26%	12
Highest SES quartile 15% to lowest SES quartile 25%	10

Good Grades – **Over half said it was true that they received good grades in English. Somewhat more than one in ten said the statement was false.**

The percentages giving various responses to the statement, "I get good marks in English," were as follows: false, 7%; mostly false, 5%; more false than true, 11%; more true than false, 25%; mostly true, 25%; true, 27%. Ethnicity, socio-economic status, and family type showed differences both in terms of the percentage saying the statement was true or mostly true and the percentage saying the statement was false or mostly false. Sex of students showed a difference in the percent saying the statement was true or mostly true for them. Girls were more likely to say they got good grades than were boys. The ethnic range again was between Native Americans and Asian Americans. Those from the highest socio-economic level were most likely to get good grades in English and those from the lowest quartile were least likely to feel they got good grades in English. Those living with both parents were most apt to have answered the question as true. Those living with their father and stepmother were most apt to have answered that they did not get good marks in English.

Percentage Point Difference of 10 Percentage Points or More
Good Grades in English

True or Mostly True	PPD
Native American 35% to Asian American 55%	20
Lowest SES quartile 44% to highest SES quartile 61%	17
Boys 45%; girls 58%	13
Father/stepmother 43% to both parents 55%	12
False or Mostly False	
Asian American 6% to Native American 24%	18
Both parents 10% to father/stepmother 21%	11
Highest SES quartile 7% to lowest SES quartile 17%	10

Hopeless – Almost three-fourths said the statement that they were hopeless in English class was false or mostly false. Only 6% said it was definitely true.

The percentages giving various responses to the statement, "I'm hopeless in English class," were as follows: false, 54%; mostly false, 18%; more false than true, 14%; more true than false, 7%; mostly true, 2%; true, 4%. Socio-economic status showed differences at both ends of the response scale. Those from the lowest quartile were most likely and those from the highest quartile were least likely to see themselves as being hopeless in English class. Ethnicity, sex of students and family type showed differences in the percent feeling they were not hopeless in English (i.e. said the statement was false or mostly false). Native Americans were least likely and European Americans were most likely to say the statement was false or mostly false. More girls said the statement was false or mostly false than did boys. Those living with both parents were most likely and those living with their father and stepmother were least likely to say this statement was false.

Percentage Point Difference of 10 Percentage Points or More
Hopeless in English Class

True or Mostly True	PPD
Highest SES quartile 5% to lowest SES quartile 16%	11
False or Mostly False	
Native American 57% to European American 79%	22
Lowest SES quartile 58% to highest SES quartile 77%	19
Father/stepmother 58% to both parents 74%	16
Boys 43%; girls 56%	13
Joiners 59% to nevers and leavers 69%	10

Self and Math Classes

Overall – Somewhat less than half felt very comfortable with Mathematics. Almost one in five indicated some trouble with math tests.

The following percentage of tenth graders indicated that the following statements were mostly true or true for them: I get good grades in Mathematics, 49%; Mathematics is one of my best subjects, 43%; I have always done well in Mathematics, 45%; I do badly in tests of Mathematics, 17%.

Best Subject – Over a third, 43%, said that Math definitely was one of their best subjects. About a fourth said the statement was false.

The percentages giving various responses to the statement, "Mathematics is one of my best subjects," were as follows: false, 18%; mostly false, 7%; more false than true, 15%; more true than false, 18%; mostly true, 16%; true, 27%. Ethnicity and sex of students showed substantial differences in the percent saying the statement was false or mostly false. Hispanic Americans were most likely and Asian Americans were least likely to say that Math was definitely not one of their best subjects (false or mostly false statement). Girls were more likely to say the statement was false or mostly false than were boys. Those living with both parents were most likely and those living with someone other than either parent were least likely to say the statement was true or mostly true.

Percentage Point Difference of 10 Percentage Points or More
Math is One of Student's Best Subjects

False or Mostly False	PPD
Asian American 18% to Hispanic American 32%	14
Boys 20%; girls 30%	10
True or Mostly True	
Other family 32% to both parents 44%	12

Does Well – **Somewhat less than half, 45%, said they had always done well in Math. One in five said such a statement would be false for them.**

The percentages giving various responses to the statement, "I have always done well in mathematics," were as follows: false, 14%; mostly false, 7%; more false than true, 14%; more true than false, 20%; mostly true, 20%; true, 25%. Ethnicity showed a difference in the percent responding to both ends of the scale.

Hispanic Americans seemed about evenly divided with somewhat more than a third indicating that they did well in Math and a fourth saying that they definitely did not do well in Math. Over half of the Native Americans said they did well in Math. Those living with someone other than a parent were least likely to say they did well in Mathematics.

Percentage Point Difference of 10 Percentage Points or More
Does Well in Math

True or Mostly True	PPD
Hispanic American 38% to Native American 53%	15
False or Mostly False	
Other family 34% to both parents 46%	12
Asian American 15% to Hispanic American 25%	10

Good Grades – **Slightly less than half, 49%, said they definitely received good grades in Math. About one in five said this was false or mostly false for them.**

The percentages giving various responses to the statement, "I get good grades in mathematics," were as follows: false, 13%; mostly false, 6%; more false than true, 12%; more true than false, 20%; mostly true, 21%; true, 28%. Ethnicity showed differences at both end of the response scale. Hispanic Americans were the least likely to say they got good grades in Math. Native Americans and Asian Americans were most likely to say they got good grades. Those from the highest socio-economic quartile were most likely and those from the lowest quartile were least likely to say they got good grades in Math. Those living with someone other than a parent were least likely and those living with both parents were most likely to say they definitely got good grades in Math

Percentage Point Difference of 10 Percentage Points or More
Good Grades in Mathematics.

True or Mostly True	PPD
Other family 31% to both parents 51%	20
Hispanic American 41% to Asian American and Native American 55%	14
Lowest SES quartile 45% to highest SES quartile 56%	11
False or Mostly False	
Asian American 13% to Hispanic American 24%	11

Poor on Tests – **Somewhat less than one in five said they did poorly on math tests. Over half said that such a statement was false or mostly false for them.**

The percentages giving various responses to the statement, "I do badly in tests of mathematics," were as follows: false, 33%; mostly false, 20%; more false than true, 17%; more true than false, 13%; mostly true, 8%; true, 9%. Family type showed a substantial difference both in the percent saying false or true. Those living with someone other than both parents were most likely to indicate trouble with math tests. Ethnicity, socio-economic status, and family type showed substantial differences related to the percent saying the statement was false or mostly false. Asian Americans and those from the highest socio-economic quartile were most likely to say the statement was false. Native Americans and those from the lowest quartile were least likely to say the statement was false.

Percentage Point Difference of 10 Percentage Points or More
Does Badly in Math Tests

False or Mostly False	PPD
Native American 26% to Asian American 56%	30
Other family 37% to father only 55%	18
Lowest SES quartile 49% to highest SES quartile 60%	11
Joiners 45% to nevers 55%	10
True or Mostly True	
Father only 14% to other family 36%	22

Discussion:
Skill with words and skill with numbers are essential in almost all future jobs. Thus it is important that youngsters become skilled and confident in both areas. Nonschool programs may need to be sensitive to those youngsters who are only moderately skilled in one or both of these areas and give such youngsters comfortable ways of building greater skill.

EXPERIENCES IN CLASS

Very few, 2% Science and 3% Mathematics, said that computers were used in class almost every day or daily. Almost half, math, and three-fifths, science, said that they often copied their teacher's blackboard notes. In both classes, almost half said that they reviewed previous work daily or almost every day. Lecturing, indicated as almost every day or daily, by three-fourths of the students, was the most frequently indicated teaching method used in science classes.

Three-fourths said they used calculators in mathematics classes. Somewhat less than a third said that they often used story problems in math classes. About a fourth said they often had to orally explain their mathematics work to the class. More than three-fifths said that they rarely or never did the following things in mathematics classes: used computer in math class, used books other than texts, or used materials or models.

Almost a fourth, 23%, of the overall comparisons yielded substantial differences. The percent of the 40 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 55%; ethnicity, 48%; socio-economic status, 23%; and region, 3%. Sex of student and urbanicity did not show any substantial differences in relation to the activities that students reported being used in the classes they attended.

Overview Science Class

Almost Every Day – **The percentages indicating they experienced selected teaching methods almost every day or daily ranged from 2% saying they used computers to collect and analyze data or to work out models and simulations to 74% saying they listened to a teacher lecture almost every day.**

The percentage of tenth graders indicating they had selected experiences in science classes every day or almost daily were as follows: listen to the teacher lecture, 74%; copy teacher's notes from blackboard, 62%; review work from previous day, 48%; use written instructions to do lab, 25%; watch teacher demonstrate or lead in an experiment/systematic observation, 21%; write reports of lab/practical work, 10%; discuss careers in science/technology, 7%; make up own problems and own methods, 6%; choose own topic or problem, 6%; use computers to do calculations, 4%; use computers for models/simulations, 3%; design/conduct experiments on your own, 3%; use computers to collect/analyze data, 2%; use computers to write up reports, 2%.

Rare Experiences – **The percentages indicating they experienced selected teaching modes rarely ranged from 8% saying they listened to a teacher lecture almost every day to 91% saying they used computers to collect and analyze data or to work out models and simulations.**

The percentage of tenth graders indicating they very rarely had selected experiences in science classes were as follows: use computers to collect/analyze data, 91%; use computers for models/simulations, 91%; use computers to do calculations, 89%; use computers to write up reports, 88%; design/conduct experiments on your own, 76%; make up own problems and own methods, 75%; choose own topic or problem, 74%; discuss careers in science/technology, 63%; write reports of lab/practical work, 33%; use written instructions to do lab, 27%; review work from previous day, 23%; watch teacher demonstrate or lead in an experiment/systematic observation, 23%; copy teacher's notes from blackboard, 12%; listen to the teacher lecture, 8%.

Specific Teaching Methods

Lecture – **About three-fourths of the tenth graders said that they listened to their teachers lecture either every day or almost every day.**

The frequency with which tenth graders indicated they listened to the teacher lecture were as follows: very rarely, 8%; once a month, 4%; once a week, 13%; almost daily, 33%; every day, 41%. Those from the lowest socio-economic status quartile were least likely and those from the highest quartile were most likely to say they listened to their teachers lecture daily or almost every day. Family type also showed a substantial difference.

Percentage Point Difference of 10 Percentage Points or More
Listen to Lecture

Almost Daily or Every Day	PPD
Lowest SES quartile 68% to highest SES quartile 80%	12
Father only 71% to other family 81%	10

Demonstration -- **About half said that their science teacher demonstrated or led in an experiment or systematic observation once a week or more.**

The frequency with which tenth graders indicated they watched the teacher demonstrate or lead in an experiment/systematic observation were as follows: very rarely, 23%; once a month, 25%; once a week, 31%; almost daily, 13%; every day, 8%. Ethnicity showed different substantial differences. The range for very rarely was between Asian Americans and Native Americans with Native Americans showing the highest percent saying their teachers rarely demonstrated science for them. The difference in relation to every day or almost every day ranged between European Americans showing the lowest percentage and African Americans showing the highest percentage. Family type also showed substantial differences.

Percentage Point Difference of 10 Percentage Points or More
Watch Teacher Demonstrate

Very Rarely	PPD
Asian American 15% to Native American 30%	15
Father/stepmother 20% to other family 30%	10
Almost Daily or Every Day	
Father only 18% to other family 34%	16
European American 18% to African American 30%	12
Leavers 16% to joiners 26%	10

Blackboard -- **Copying science information from the blackboard occurred daily or almost daily for three-fifths of the tenth graders.**

The frequency with which tenth graders indicated they copied teacher's notes from blackboard were as follows: very rarely, 12%; once a month, 6%; once a week, 20%; almost daily, 32%; every day, 30%. Family type showed a difference related to almost daily or every day. Region showed a substantial difference related to copying material everyday or almost every day. The range was from 58% in the South to 73% in the Northeast saying that they copied material from the board this frequently.

Percentage Point Difference of 10 Percentage Points or More
Copy Teacher's Notes From The Blackboard

	PPD
Almost Daily or Every Day	
South 58% to Northeast 73%	15
Father/stepmother 54% to both parents 64%	10

Review -- **About half of the tenth graders said they reviewed previous work frequently.**

The frequency with which tenth graders indicated they reviewed work from previous day were as follows: very rarely, 23%; once a month, 3%; once a week, 25%; almost daily, 34%; every day, 14%. Family type was the only variable which showed a difference.

Percentage Point Difference of 10 Percentage Points or More
Review the Work from the Previous Day

Never	PPD
Other family 15% to mother only 25%	10
Almost Daily or Every Day	
Mother only 46% to father only 58%	12

Lab – **Some tenth graders appeared to have more laboratory activities than did others. Over half said that they had to write up lab work once a month or less.**

The frequency with which tenth graders indicated they wrote reports of lab/practical work were as follows: very rarely, 33%; once a month, 22%; once a week, 32%; almost daily, 6%; every day, 4%. The frequency with which tenth graders indicated they used written instructions to do lab were as follows: very rarely, 27%; once a month, 17%; once a week, 32%; almost daily, 16%; every day, 9%.

Substantial differences appeared related to ethnicity and writing up lab reports both in terms of rarely and in terms of almost every day or daily. African Americans were most likely and Asian Americans least likely to say that they rarely wrote up lab activities. European Americans were least likely and Native Americans were most likely to say they wrote them up daily or almost every day. Students from the lowest socio-economic quartile were about twice as likely as those from the highest quartile to say that they rarely wrote up labwork. Family type also showed a substantial difference. Somewhat similar differences appeared related to using written instructions for doing laboratory work.

Percentage Point Difference of 10 Percentage Points or More
Laboratory

Write reports of labwork	PPD
Very Rarely	
Highest SES quartile 21% to lowest SES quartile 40%	19
Asian American 25% to African American 37%	12
Father only 29% to father/stepmother 39%	10
Almost Daily or Every Day	
European American 12% to Native American 22%	10
Use written instructions to do lab	
Very Rarely	
Father/stepmother 24% to other family 40%	16
Highest SES quartile 20% to lowest SES quartile 30%	10
Almost Daily or Every Day	
Father only 16% to other family 27%	11
European American 22% to Native American 33%	11

Self-Input – **Very few tenth graders indicated that they had any say in terms of what they would do or how they would do it.**

The frequency with which tenth graders indicated they chose their own topics or problems were as follows: very rarely, 74%; once a month, 10%; once a week, 10%; almost daily, 4%; every day, 2%. The frequency with which tenth graders indicated they used made up own problems and own methods were as follows: very rarely, 75%; once a month, 12%; once a week, 8%; almost daily, 4%; every day, 2%. The frequency with which tenth graders indicated they designed/conducted experiments on their own were as follows: very rarely, 76%; once a month, 14%; once a week, 7%; almost daily, 2%; every day, 1%.

Consistently, European Americans were most likely and Native Americans were least likely to say that they rarely had opportunities to choose how they wanted to explore scientific areas. Those from the lowest socio-economic quartile were the least likely to say that they rarely had an opportunity to choose their own topics or problems. Family type also showed a difference.

Percentage Point Difference of 10 Percentage Points or More
Self-Initiative

Choose own topic or problem	PPD
Very Rarely	
Native American 58% to European American 77%	19
Other family 60% to mother/stepfather 76%	16
Lowest SES quartile 67% to next to highest SES quartile 78%	11
Joiners 67% to stayers 79%	12
Choose own methods	
Very Rarely	
Native American 62% to European American 77%	15
Joiners 61% to leavers 82%	21
Almost Daily or Every Day	
European American 4% to Native American 17%	13
Other family 68% to mother/stepfather 79%	11
Design/conduct own experiments	
Very Rarely	
Native American 65% to European American 77%	12
Joiners 61% to leavers 83%	22

Science Careers – **Almost two-thirds of the tenth graders said there was rarely any discussion of science careers in their science courses.**

The frequency with which tenth graders indicated they discussed careers in science/technology were as follows: very rarely, 63%; once a month, 20%; once a week, 11%; almost daily, 5%; every day, 2%. European American tenth graders were most likely and Native Americans were least likely to think that this occurred rarely. Family type showed differences related to rarely discussing science careers.

Percentage Point Difference of 10 Percentage Points or More
Discuss Science Careers

Very Rarely	PPD
Father only 53% to mother only 66%	13
Native American 54% to European American 64%	10
Almost Daily or Every Day	
Leavers 5% to joiners 18%	13

Computers – **Very few tenth graders, 5% or fewer, used computers frequently in relation to their work in science classes.**

The frequency with which tenth graders indicated they used computers for various activities in Science were as follows: to write up reports: very rarely, 88%; once a month, 6%; once a week, 1%; almost daily, 1%; every day, 1%; to collect/analyze data: very rarely, 91%; once a month, 4%; once a week, 2%; almost daily, 1%; every day, 1%; to do calculations: very rarely, 90%; once a month, 3%; once a week, 3%; almost daily, 2%; every day, 2%; and for models/simulations: very rarely, 91%; once a month, 4%; once a week, 2%; almost daily, 2%; every day, 1%. Family type and 4-H participation showed some substantial differences.

Percentage Point Difference of 10 Percentage Points or More
Use Computers

Use computers to write up reports	PPD
Very Rarely	
Father only 81% to other family 92%	11
Joiners 80% to leavers 91%	11

Percentage Point Difference of 10 Percentage Points or More
Use Computers (continued)

Computers for data work	
Very Rarely	
Joiners 83% to leavers 94%	11
Computers to do calculations	
Very Rarely	
Joiners 80% to leavers 92%	12
Use computers for models	
Very Rarely	
Joiners 78% to leavers 93%	15

Overview Math Class

Most Frequent – **There was considerable range in the percent of tenth graders indicating that they had selected experiences in their math classes. The range was from 53% saying work from the previous day was reviewed often to 3% saying they often used computers to do calculations.**

The percentage of tenth graders who said they often had these experiences in Math were as follows: review work from previous day, 53%; copy teacher's notes-blackboard, 48%; use calculators, 34%; do story problems or solving activities, 30%; explain work to class orally, 24%; participate in student led discussions, 20%; use books other than texts, 11%; use materials or models, 6%; use computers in math class, 3%.

Never Experience – **The range in percentage saying they never experienced certain things in math class was from 84% saying they never used computers for calculations to 8% saying they never reviewed work from a previous day.**

The percentage of tenth graders who said they never had these experiences in math class were as follows: use computers in math class, 84%; use books other than texts, 70%; use materials or models, 69%; participate in student led discussions, 41%; explain work to class orally, 39%; use calculators, 28%; copy teacher's notes-blackboard, 18%; do story problems or solving activities, 18%; review work from previous day, 8%.

Specific Teaching Methods

Computers – **Very few tenth graders, 16% reported using computers in math class in 1990.**

The percentages of tenth graders indicating frequency of using computers in math class were as follows: never, 84%; sometimes, 13%; often, 3%. None of the variables showed substantial differences either in the percent saying they never or the percent saying they often used computers in math class.

Books Other Than Texts – **Less than a third indicated using books in math class in addition to their text.**

The percentages of tenth graders indicating frequency of using books other than texts were as follows: never, 70%; sometimes, 18%; often, 11%.

Several variables showed substantial differences. European Americans were least likely and Native Americans were most likely to have used other books than text. Tenth graders from the highest socio-economic quartile were most likely and those from the lowest quartile were least likely to have stayed with a text without using other books. Family type also showed substantial differences.

Percentage Point Difference of 10 Percentage Points or More
Use Books Other Than Texts

Never	PPD
Native American 46% to European American 74%	28
Lowest SES quartile 60% to highest SES quartile 78%	18
Father only 59% to other family 72%	13
Joiners 61% to stayers 75%	14
Often	
Other family 7% to father only 28%	21
European American 10% to Native American 25%	15

Materials and Models – Less than a third indicated using materials or models in math class.

The percentages of tenth graders indicating frequency of using materials or models were as follows: never, 69%; sometimes, 25%; often, 6%. African Americans were most likely and European Americans were least likely to indicate using materials and models in math. Family type also showed substantial differences.

Percentage Point Difference of 10 Percentage Points or More
Use Materials or Models In Math Class

Never	PPD
Other family 52% to mother/stepfather 74%	22
African American 61% to European American 71%	10
Joiners 57% to leavers 73%	16
Often	
Father/stepmother 4% to other family 14%	10

Student Led Discussions – Three out of five said that they took part at least sometimes in student led discussions in math class.

The percentages of tenth graders indicating frequency of participating in student led discussions were as follows: never, 41%; sometimes, 40%; often, 20%. African Americans were least likely and European Americans were most likely to say they never took part in student led discussions in math class. Those from the highest socio-economic quartile were most likely and those from the lowest were least likely never to do so. Family type also showed substantial differences.

Percentage Point Difference of 10 Percentage Points or More
Student Led Discussions

Never	PPD
African American 30% to European American 44%	14
Lowest SES quartile 35% to highest SES quartile 45%	10
Joiners 34% to leavers 46%	12
Often	
Father only 11% to other family 29%	18

Orally Explaining – Over a third said they never had to orally explain their work in class.

The percentages of tenth graders indicating frequency of explaining work to class orally were as follows: never, 39%; sometimes, 37%; often, 24%. Ethnicity showed substantial differences both in the percent saying never and the percent saying often. The range in relation to never was from African Americans to Asian Americans. The range in relation to often was from Native Americans to African Americans. Family type also showed substantial differences.

Percentage Point Difference of 10 Percentage Points or More
Explain Work to Class Orally

	PPD
Never	
African American 31% to Asian American 41%	10
Often	
Native American 17% to African American 33%	16
Both parents 23% to other family 38%	15
Nevers, leavers, stayers 5% to joiners 15%	10

Calculators – About a fourth said they did not use calculators in Math.

The percentages of tenth graders indicating frequency of using calculators were as follows: never, 28%; sometimes, 37%; often, 34%. Region showed marked differences in the use of the calculator. The range in percent saying they never used a calculator in math class was from 20% of Western students to 45% of those from the Northeast. The percent saying often ranged from 19% of the students from the Northeast to 45% of those from the North Central region. Ethnicity and socio-economic status also showed substantial differences both in those saying never and those saying often. European American tenth graders were most likely to say that they used a calculator. However, the European American students were about equally divided between never, sometimes, and often. Those from the lowest socio-economic quartile were least likely and those from the highest quartile were most likely to use calculators. However, only 40% from the top quartile said that they used them often. Family type showed a difference in percent saying they often used a calculator.

Percentage Point Difference of 10 Percentage Points or More
Use Calculators

	PPD
Never	
West 20% to Northeast 45%	25
European American 26% to Native American 37%	11
Highest SES quartile 24% to lowest SES quartile 34%	10
Often	
Northeast 19% to North Central 45%	26
Native American 20% to European American 37%	17
Other family 25% to father only 39%	14
Lowest SES quartile 29% to highest SES quartile 40%	11
Joiners 30% to stayers 40%	10

Copying Blackboard – Almost half said they often copied Math information from the blackboard.

The percentages of tenth graders indicating frequency of copying teacher's blackboard notes were as follows: never, 18%; sometimes, 34%; often, 48%. Family type, ethnicity and region showed a substantial difference related to often. Asian Americans were most likely and European Americans were least likely often to copy notes from the blackboard. Students from the North Central region were least likely and those from the Northeast were most likely to do so.

Percentage Point Difference of 10 Percentage Points or More
Copy Teacher's Notes From the Blackboard

	PPD
Often	
Father/stepmother 42% to other family 55%	13
North Central 43% to Northeast 55%	12
European American 45% to Asian American 55%	10

Story Problems – Half of the tenth graders said they sometimes did Math story problems and somewhat under a third said they often did them.

The percentages of tenth graders indicating frequency of doing story problems or problem solving activities were as follows: never, 18%; sometimes, 51%; often, 30%. Family type showed substantial a difference related to story problems..

Percentage Point Difference of 10 Percentage Points or More
Story Problems

	PPD
Father only 24% to other family 45%	21

Review – Over half said they frequently reviewed work from the previous day.

The percentages of tenth graders indicating frequency of reviewing math work from the previous day were as follows: never, 8%; sometimes, 33%; often, 59%. None of the variables showed a substantial difference in the percent saying never, but socio-economic status showed a difference related to often reviewing work from the previous day with those from the lowest SES quartile least likely and those from the highest most likely to often do so.

Percentage Point Difference of 10 Percentage Points or More
Review Work From Previous Day

Often	PPD
Lowest SES quartile 54% to highest SES quartile 64%	10
Joiners 52% to stayers 65%	13

Discussion:
Student responses indicate that there was considerable variation in the kinds of experiences tenth graders have in math and science courses. Some teachers are using a variety of methods and helping youth see how these two courses relate to the everyday world. Others are using traditional methods and teaching the content of texts through lecture and use of the blackboard. Some youngsters may have good reason for feeling that they are not challenged to use their minds and take these courses only because they are required.

Adults in a community who use math and science in their everyday work might want to talk with local math and science teachers to see if they can be of any help to local teachers in making courses more interesting. Teachers of adults who teach Math and Science may want to help high school teachers perfect additional teaching methods.

It is somewhat surprising that computers were not being used more in these classes. It may be that school districts could not afford enough computers for student use, or it may be that some teachers are not proficient enough in the use of computers to make them teaching tools in Science and Math classrooms. Businesses or organizations in communities may need to help school systems where school budgets cannot afford sufficient numbers of computers or afford the means for adequate number of teachers to become proficient in using computers in teaching.

EMPHASIS IN TENTH GRADE CLASSES IN 1992

The majority of tenth graders primarily saw mathematics, 82%, science, 73%, and vocational classes, 78%, emphasizing facts, steps, and rules. About equal percentages, 60% and 63%, saw science and vocational classes and considerably more, 83%, saw math classes emphasizing problem solving. About 60% felt that the three classes emphasized the importance of math and science in everyday life.

About three-fifths, 63%, thought their science teacher and three-fourths, 77%, thought their math teacher gave them at least moderate help in preparing for further studies in science or math. At least three-fifths, said that both mathematics and science teachers gave at least moderate emphasis to trying to increase interest in these subjects.

About three-fourths of the students thought vocational classes put at least moderate emphasis on skills that were immediately usable. Three out of five recognized that there was at least a moderate emphasis on the role of science and math in work and how ideas from these two fields are involved in the manipulation of physical objects.

Regardless of background characteristics, little of the variation in how students viewed what teachers had emphasized seemed related to one of the background characteristics of students which were examined in this study. Only somewhat more than one in ten, 14%, of the overall comparisons yielded substantial differences. The percent of the 30 comparisons per variable that yielded differences of ten percent or more when variables were examined were as follows: family type, 40%; ethnicity, 37%; socio-economic status, 7%; and region, 3%. Sex of student and urbanicity did not show any substantial differences in relation to what students thought was emphasized in their classes.

Emphasis in Science

Overall – **Tenth graders were most likely to view their Science teachers as emphasizing facts, rules, and steps and least likely to view them as attempting to increase student interest in Science. The range in terms of major emphasis was from 18% increasing interest in science to 35% facts, rules, and steps. When moderate and major emphasis were combined, the range was from 58% to 73%.**

The percent of tenth graders saying that their teachers put either moderate or major emphasis on various aspects of science were as follows: learning science facts, rules and steps, 73%; preparing for further study in the sciences, 63%; problems and how to solve them, 62; importance of science in everyday life, 60%; increasing interest in science 58%.

Facts – **Only 8% said that science facts, rules and steps was not an emphasis in their class; about three-fourths said it was either a moderate or major emphasis. About one in five said that facts, rules, and steps were only a minor emphasis in their class.**

The percentages indicating various amount of emphasis on learning science facts, rules and steps were as follows: none, 8%; minor emphasis, 20%; moderate emphasis, 38%; major emphasis, 35%. There were no substantial differences when the six variables were examined.

Problem Solving – **Over three-fifths thought there was at least a moderate emphasis on problem solving.**

The percentages indicating various amount of emphasis on problems and how to solve them were as follows: none, 12%; minor emphasis, 25%; moderate emphasis, 37%; major emphasis, 25%. There were no substantial differences when the seven variables were examined.

Every Day – **Three fifths thought there was at least a moderate emphasis on the importance of science in everyday life.**

The percentages indicating various amount of emphasis on the importance of science in everyday life were as follows: none, 14%; minor emphasis, 25%; moderate emphasis, 33%; major emphasis, 27%. The only substantial difference was related to family type.

Percentage Point Difference of 10 Percentage Points or More
Importance of Science Everyday

Major Emphasis	PPD
Mother/stepfather and father only 23% to other family 35%	12

Further Study – **Slightly over three in five students thought their teachers gave at least moderate emphasis to helping them prepare for future study in the sciences.**

The percentages indicating various amount of emphasis on preparing for further study in the sciences were as follows: none, 12%; minor emphasis, 25%; moderate emphasis, 37%; major emphasis, 26%. European American tenth graders were least likely and Native Americans were most likely to feel that their teachers emphasized preparing for further study.

Percentage Point Difference of 10 Percentage Points or More
Preparing For Further Study

Major Emphasis	PPD
European American 24% to Native American 35%	11

Increasing Interest – **Slightly less that three in five thought that their teachers gave at least moderate emphasis to increasing students' interest in science.**

The percentages indicating various amount of emphasis on increasing interest in science were as follows: none, 15%; minor emphasis, 28%; moderate emphasis, 40%; major emphasis, 18%. The only substantial difference was related to family kind.

Percentage Point Difference of 10 Percentage Points or More
Increasing Interest In Science

No Emphasis	PPD
Father only 10% to father/stepmother 20%	10

Emphasis In Math

Overall – **About equal percentages, 52%, thought their Mathematics teachers emphasized memorizing math facts, rules and steps and thought they emphasized problem solving. At the other extreme, only 23% felt their teachers gave major emphasis to increasing interest in mathematics. When moderate and major emphasis were combined, the range was from 57% saying there was an emphasis on increasing interest in mathematics to 82% saying there was at least a moderate emphasis on both facts and problem solving.**

The percent of tenth graders saying that their teachers put either moderate or major emphasis on various aspects of math were as follows: learning and memorizing math facts, rules and steps, 82%; thinking about what a problem means and ways it might be solved, 82%; preparing for further study in math, 77%; importance of math in daily life, 60%; increasing interest in math, 57%. No variable showed any substantial difference.

Facts – **Most tenth graders, over half, thought their math teachers emphasized learning of facts, rules, and steps.**

The percentages indicating various amount of emphasis on learning and memorizing math facts, rules and steps were as follows: none, 4%; minor emphasis, 12%; moderate emphasis, 30%; major emphasis, 52%. Substantial differences in perception of major emphasis appeared related to ethnicity, socio-economic status, and family type. Hispanic Americans were least likely and African Americans were most likely to feel their teachers gave major emphasis to facts, rules and steps. Those from the lowest socio-economic quartile were least likely and those from highest quartile were most likely to feel that learning and memorization of facts, rules, and steps was given major emphasis.

Percentage Point Difference of 10 Percentage Points or More
Learning Facts, Rules, Steps

Major Emphasis	PPD
Father only 35% to father/stepmother 55%	20
Hispanic American 47% to African American 58%	11
Lowest SES quartile 47% to highest SES quartile 58%	11

Problem Solving – **However, they were equally likely to believe their teachers emphasized problem solving.**

The percentages indicating various amount of emphasis on problems and how to solve them were as follows: none, 5%; minor emphasis, 11%; moderate emphasis, 30%; major emphasis, 52%. Family type showed substantial differences in terms of major emphasis on problems and how to solve them.

Percentage Point Difference of 10 Percentage Points or More
Problem Solving

Major Emphasis	PPD
Father only 41% to other family 56%	15

Further Study – **Over three-fourths thought their teachers gave at least moderate emphasis to preparing them for further study of math.**

The percentages indicating various amount of emphasis on preparing for further study in math were as follows: none, 7%; minor emphasis, 16%; moderate emphasis, 34%; major emphasis, 43%. Ethnicity and family type showed substantial differences. Hispanic Americans were least likely and African Americans were most likely to feel their teachers gave major emphasis to preparing them for further study.

Percentage Point Difference of 10 Percentage Points or More
Preparing for Further Study

Major Emphasis	PPD
Father only 37% to other family 54%	17
Hispanic American 41% to African American 52%	11

Everyday – **About three in five thought their teachers gave at least moderate attention to connecting math to everyday life.**

The percentages indicating various amount of emphasis on the importance of math in everyday life were as follows: none, 14%; minor emphasis, 27%; moderate emphasis, 30%; major emphasis, 30%.

Ethnicity, socio-economic status, and family type showed substantial differences. Again, African Americans showed the highest percent, but in this case it was Asian Americans who showed the lowest percentage thinking their teacher gave major attention to connecting math to everyday life. Those from the highest socio-economic quartile were least likely and those from the lowest socio-economic quartile were most likely to feel that their teachers emphasized the role of math in everyday life.

Percentage Point Difference of 10 Percentage Points or More
Importance of Math Everyday

Major Emphasis	PPD
Both parents 27% to other family 48%	21
Asian American 26% to African American 45%	19
Highest SES quartile 22% to lowest SES quartile 37%	15

Increasing Interest – **About three in five also thought their teachers gave at least moderate emphasis to trying to increase their interest in math.**

The percentages indicating various amount of emphasis on increasing interest in math were as follows: none, 15%; minor emphasis, 28%; moderate emphasis, 34%; major emphasis, 23%. Ethnicity and family type showed substantial differences. Again, African Americans showed the highest percentage, but in this case European Americans showed the lowest percentage believing that their math teachers gave major emphasis to helping them increase their interest in math.

Percentage Point Difference of 10 Percentage Points or More
Increasing Interest In Math

Major Emphasis	PPD
Father only 14% to other family 48%	34
European American 20% to African American 35%	15

Emphasis in Vocational Classes

Overall – **The tenth graders were most likely to say that their last vocational class had emphasized facts, rules and steps, 78%, and least likely to say that the teacher had given moderate or major emphasis to how science and math were involved in how tools work, 28%.**

The percent of tenth graders saying that their teachers put either moderate or major emphasis on various aspects in vocational classes were as follows: facts, rules and steps, 78%; skills you can use immediately, 73%; ways to solve problems, 61%; understanding of how math and science are used in work, 59%; understanding of math and science through manipulating tools, etc., 28%.

Facts – **Over three-fourths of the tenth graders who had taken a vocational course felt that the course had emphasized learning facts, rules, and steps.**

The percentages indicating various amount of emphasis on facts, rules and steps in vocational classes were as follows: none, 5%; minor emphasis, 17%; moderate emphasis, 36%; major emphasis, 42%. None of the variables showed substantial differences either in terms of no emphasis or in terms of major emphasis.

Problem Solving – **About three in five thought the course gave at least moderate emphasis to problem solving. Only somewhat more than one in four felt that problem solving was a major emphasis.**

The percentages indicating various amount of emphasis on ways to solve problems in vocational classes were as follows: none, 15%; minor emphasis, 24%; moderate emphasis, 34%; major emphasis, 27%. Ethnicity showed a difference in the percentage recognizing major emphasis. Asian-American students were least likely and Native Americans were most likely to recognize an emphasis on problem solving in vocational classes. Family type showed a difference in the percent recognizing major emphasis.

Percentage Point Difference of 10 Percentage Points or More
Problem solving

Major Emphasis	PPD
Other family 17% to mother only 33%	16
Asian American 21% to Native American 32%	11

Skills – Almost three in four recognized that vocational classes put at least moderate attention on skills that could be used immediately.

The percentages indicating various amount of emphasis on skills you can use immediately in vocational classes were as follows: none, 7%; minor emphasis, 21%; moderate emphasis, 36%; major emphasis, 37%.

Ethnicity and former 4-H participation showed differences in the percent recognizing that their teacher put major emphasis on usable skills at both ends of the response scale. The range was between Asian Americans and Native Americans with Asian Americans being least likely to recognize that immediately usable skills were emphasized and with Native Americans being divided and showing the largest percentage at each end of the continuum of choices. Region showed a substantial difference in relation to major emphasis with the West and North Central placing the least and South placing the most emphasis on immediately useful skills.

Percentage Point Difference of 10 Percentage Points or More
Skills To Use Immediately

Major Emphasis	PPD
Other family 21% to father/stepmother 41%	20
Asian American 26% to Native American 38%	12
North Central and West 32% to South 42%	10
Joiner 26% to stayers 47%	21
No Emphasis	
Asian American 6% to Native Americans 20%	14
Stayers 3% to joiners 14%	11

Role In Work – About three in five recognized at least moderate emphasis on the role of science and math in work.

The percentages indicating various amount of emphasis on understanding how math and science are used in work in vocational classes were as follows: none, 15%; minor emphasis, 26%; moderate emphasis, 33%; major emphasis, 26%. Family type and ethnicity showed differences that were related to major emphasis. Again the range was between Asian Americans, lowest, and Native Americans, highest. Family type also showed a difference.

Percentage Point Difference of 10 Percentage Points or More
Understanding How Math and Science Are Used In Work

Major Emphasis	PPD
Father/stepmother 17% to mother only and other family 31%	14
Asian American 20% to Native Americans 32%	12

Role in Using Tools – **About three in five recognized at least moderate emphasis on understanding how science and math ideas work through the manipulation of physical objects.**

The percentages indicating various amount of emphasis on the understanding of math and science ideas through the manipulation of physical objects (tools, machines, lab equipment) in vocational classes were as follows: none, 20%; minor emphasis, 22%; moderate emphasis, 29%; major emphasis, 28%. Ethnicity and family type showed differences. Asian Americans were least likely and Hispanic Americans were most likely to recognize that their teachers put at least a moderate amount of emphasis of how science and math operate related to tools.

Percentage Point Difference of 10 Percentage Points or More
Understanding Math and Science Through Manipulation of Physical Objects

Major Emphasis	PPD
Father only 20% to other family 39%	19
Asian American 22% to Hispanic American 34%	12
Joiners 16% to leavers 28%	12
No Emphasis	
Other family 16% to father only 31%	15
Hispanic American 14% to Asian American 24%	10

Discussion:
What students perceive and what teachers actually do may not be the same. However, even if teachers in some cases were emphasizing something other than facts, rules, and skills, some students apparently did not understand what they were doing.

There are only so many minutes in a class year. Those minutes are set by law. Teachers have to use those minutes as effectively as possible. One of the greatest challenges to teachers today is the amount of time to give to various outcomes. Is it more important to create interest in the subject than it is to have students learn facts, rules and steps? Is it possible to solve problems without knowing some of the basics? Can the two be combined? The issue today is not necessarily whether or not to teach basic facts, rules, and steps, but what are the minimum set of facts, rules, and steps that a student should master in order to be best prepared for the future.

The fact that usually fewer than half of those taking vocational courses recognized that teachers were helping them gain experience in using math and science in real situations is of concern. In some schools both vocational courses and the role of vocational courses in the technical preparation of students may need some revision.

PART D - SUMMARY OF ANALYSIS ACROSS GROUPS

Which variables showed the most difference in how tenth graders responded to questions? Which items showed the greatest differences?

We indicated at the beginning of this section three that substantial differences were differences across the ranges of subgroups which were as great or greater than ten percentage points. The ten percentage points were chosen as an arbitrary point after considering the proportions found in the responses to individual questions (example, percent saying yes compared to the percent saying no) and to the number of differences at various levels of percentage point difference.

This section summarizes the results of the examinations of ranges across subgroups. You will find a slight difference in the way items are clustered in this section than in the previous section. We decided to reorder and do some regrouping when we did the final write of the previous sections. Perhaps the most apparent difference is that we held future as a separate area in this analysis, but when we completed the organization of the data sections we divided future and put one part in Section A, and the other part which dealt with future education in Section C.

Definition of Terms

The following labels are used in this section.

- **Variable**. The term variable refers to the six characteristics (ethnicity, etc.) which were used in this analysis.
- **Topic.** Topic refers to the content of the questions that were asked in the survey.
- **Cluster.** Areas are further grouped into clusters. For example, further schooling is grouped with expected occupation and other views of the future in a cluster called Future. We arbitrarily established 11 clusters.
- **Area**. Items are grouped into "areas", made up of questions and parts of questions which deal with the same subject. For example, the questions dealing with if, when, and how far the tenth grader expected to continue schooling after high school are summarized in an area called further schooling. The more than 1,000 items were arbitrarily grouped into 54 areas.
- **Item**. An item is the smallest unit of a topic included in the survey. It is the unit on which comparison were made. Depending upon the nature of the question used in the NELS survey, an item may be one question (if only one choice of answer), one part of a question (such as each occupation within a list of occupations) or two extremes within the same part of a question when both extremes were examined to see if responses differed according to one of the six characteristics of the respondent (example, never or frequently late to school). A total of 1034 comparisons on items were made for each variable. A total of 6204 comparisons were made in the study.
- **Substantial Difference.** A difference of more than ten percentage points in the range between the lowest and highest subgroups has arbitrarily been called a substantial difference. In some cases this amount of difference between subgroups (for example between lowest and highest socio-economic quartiles) is a meaningful difference. In other instances it is not. Substantial simply designates items where differences were greater than in the majority of the comparisons.

Overview

The presentations that follow start with the clusters, move to areas, and finally identifies the items that showed the greatest differences across ranges when variables were examined.

Number of differences – In total, the six variables examined in this study, ethnicity, socio-economic status, family type, sex of student, urbanicity, and region showed little difference for more than three-fourths of the items examined.

Overall, less than a fourth, 22%, of the examinations of responses according to variables yielded differences in the range across subgroups of 10 or more percentage points.

Variables – However, almost two out of five of the comparisons, 39%, which examined ethnicity or family type showed differences across subgroups of 10 or more percentage points. The fewest differences, 5%, appeared for comparisons examining differences related to the extent of urbanness of the the community in which the student lived.

Ethnicity and family type were clearly the two variables showing the most difference, followed by socio-economic status. Location as indicated by region and urbanicity seldom made a substantial difference in responses. Sex of student also showed few substantial differences.

Number and Percent of Examinations By Variables Which Yielded Differences
Across the Range of 10 or More Percentage Points

Variable	Number	Percent
Ethnicity	422	39%
Family Type	414	39%
Socio-economic Status	246	23%
Region	126	12%
Sex of Student	82	8%
Urbanicity	51	5%
4-H	132	14%

Ethnicity and family type did not always show the same percentages of substantial differences for each cluster and area. However, often they were higher than other variables. As was seen earlier in this report, when family type, ethnicity, and socio-economic status were cross tabbed against each other, it was apparent that the three are closely but not completely interrelated. For example, the percent of African-American tenth graders living with both parents was much lower than the percent of Asian-American tenth graders. Tenth graders from ethnic backgrounds other than European or Asian were more likely to be in the lowest socio-economic quartile. Thus when one looks at substantial differences a difference may actually relate to the variable examined such as family type, or it may be reflecting or affected by either ethnicity or socio-economic status.

Clusters– One cluster, school performance, showed considerably more substantial differences, 41%, than did other clusters.

School performance showed the greatest percentage of substantial differences, 41. Four other clusters, characteristics, self and classes, self and peers, and life skill development activities showed differences of more than 22%, but not nearly as many as scholastic performance. Views of self, the characteristics of the school attended, social behavior, and views of the future showed fewer than 20% of the comparisons yielding substantial differences (10 or more percentage points). The areas which showed the fewest differences was the area of self and school.

Number and Percent of Examinations By Clusters Which Yielded Differences
Across the Range of 10 or more Percentage Points

Clusters	Total Number	Substantial difference: Number	Percent
Scholastic Performance	288	119	41%
Characteristic	228	67	29%
Self and Classes	978	269	28%
Self and Peers	288	71	25%
Life Skill Development Activities	756	184	24%
Self and Family	696	148	21%
Views of Self	288	54	19%
School attended	342	63	18%
Social Behavior	192	32	17%
Future	1110	188	17%
Self and School	1038	150	14%

Areas– One area, NELS test scores, showed considerably more substantial differences, 68%, than did other areas. Few individual items showed large differences. At the other extreme, only 3% of the comparisons of expected occupations (cluster: future) showed substantial differences related to the variables.

The next areas with the most overall substantial differences were: courses, 48% (cluster: self and classes); proficiency level, 42%, (cluster: scholastic performance); sexual activity, 39% (cluster: social behavior); discussing school with parents, 38% (cluster: self and school); and friends' views of importance of various activities, 38% (cluster: life skills development).

In addition to occupations, areas where 10% or fewer of the overall comparisons yielded significant differences were: reasons for attending school, 6% (cluster: self and school); comparison of eighth and ninth grades, 8% (cluster: self and school); beliefs about appropriate behavior, 9% (cluster: self and school); quality of the school attended, 9% (cluster: school attended); substance use, 10% (cluster: social behavior); and experiencing disruptive family events (cluster: self and family).

Number and Percent of Examinations By Areas Which Yielded Differences
Across the Range of 10 or More Percentage Points

Areas	Total Number	Substantial difference: Number	Percent
NELS test scores (Scholastic Performance)	60	41	68%
Courses taken (Self and Classes)	186	89	48%
Proficiency levels (Scholastic Performance)	48	20	42%
Sexual conduct (Social Behavior)	36	14	39%
Discussing school with parents (Self and School)	84	32	38%
Confidence in classes (Self and Classes)	96	36	38%
Friends' views of importance (Life Skill Development)	48	18	38%
Parent's school activities (Self and Family)	60	22	37%
Household members (Characteristics)	102	38	37%
Religion (Life Skill Development)	66	23	35%
School's characteristics (School)	114	36	32%
Grades (School Performance)	180	58	32%
Factors affecting choice of college (Future)	144	44	31%
Family type (Characteristics)	30	9	30%
Warnings about adjustment (Self and School)	24	7	29%
School Program (Self and Classes)	36	10	28%

Percent of Examinations By Topic Areas Which Yielded Differences
Across the Range of 10 or more Percentage Points (continued)

Areas	Total Number	Substantial difference: Number	Percent
Current friends (Self and Peers)	60	16	27%
Parental monitoring (Self and Family)	96	26	27%
Participation in extracurricular activities (Life Skill Development)	138	36	26%
Working for pay (Life Skill Development)	120	30	25%
Amount of attention by parents (Self and Family)	72	17	24%
Experiences in class (Self and Classes)	240	54	23%
Who makes decisions (Self and Family)	180	42	23%
Bad events at school (School)	48	11	23%
Education about social behavior (Social Behavior)	18	4	22%
Relating to own and opposite sex (Self and Peers)	96	21	22%
Leisure activities (Life Skill Development)	240	53	22%
Language (Characteristics)	96	20	21%
Self concept (Views of Self)	108	23	21%
Special programs (Self and Classes)	24	5	21%
Importance of school and study (Self and School)	60	12	20%
Other students' views of tenth grader (Views of Self)	96	19	20%
Views of basic courses (Self and Classes)	216	43	20%
Homework (Self and School)	72	14	19%
Most admired person (Self and Peers)	108	21	19%
Importance in the future (Future)	156	30	19%
Reading and viewing (Life Skill Development)	36	7	19%
Extracurricular activities available (Life Skill Development)	108	18	17%
Family relationships (Self and Family)	168	29	17%
Future schooling (Future)	522	90	17%
Run away (Social Behavior)	6	1	17%
Chance of things occurring (Future)	120	19	16%
Recognition at school (Self and School)	60	9	15%
Actual behavior (Self and School)	246	38	15%
Emphasis in classes (Self and Classes)	180	26	14%
Locus of control (Views of Self)	84	12	14%
Peers' views of importance (Self and Peers)	24	3	13%
Potentially disruptive events (Self and Family)	120	12	10%
Potentially harmful substances (Social Behavior)	132	13	10%
Views of school quality (School)	180	16	9%
Beliefs about Behavior (Self and School)	264	23	9%
Comparison of eighth and ninth grades (Self and School)	60	5	8%
Reasons for going to school (Self and School)	168	10	6%
Occupation (Future)	168	5	3%

Items – **Few individual items showed large differences. Only 20 out of the more than 6,200 tests showed differences across the range of subgroups of 40 percentage points or more. Most of the large differences were related to language or family structure.**

The majority of the large differences came when family or ethnicity were examined. Most were almost self-evident. Five additional items (bolded below) were related to socio-economic status. Sex of student, urbanicity, and region did not show any differences of this magnitude.

Comparisons Showing Differences of 40 or More Percentage Points

	PPD
Father in the household - mother only 9% to both parents 93%	84
Other language spoken at home - European-American 7% to Hispanic American 82%	75
Mother in the household - father/stepmother and father only 26% to both parents 96%	70
Stepfather in the household - both parents 2% to mother/stepfather 71%	69
Stepmother in the household - both parents 1% to to father/stepmother 52%	51
Baptist religious affiliation - Asian American 7% to African American 57%	50
Other relatives over 18 in the household - both parents 6% to other family 54%	48
True/mostly true: parents get along well - father only 29% to both parents 77%	48
Catholic religious affiliation - African American 6% to Hispanic American 54%	48
Chance very high of going to college - Lowest SES 26% to highest SES 74%	48
Other relatives under 18 in the household - father/stepmother 2% to other family 48%	46
False/mostly false: parents get along well - both parents 5% to father only 50%	45
Living with both parents - African American 35% to Asian American 80%	45
Father in the household - African American 37% to Asian American 80%	43
Taking Geometry - Lowest SES 30% to highest SES 73%	43
Very sure will continue education beyond high school - Lowest SES 40% to highest SES 83%	43
Other adult male in the household - both parents 3% to other family 45%	42
Speaks English very well - Native American 48% to African American 90%	42
Education will continue right after high school - Lowest SES 39% to highest SES 81%	42
Father expects me to continue my education - Lowest SES 40% to highest SES 82%	42

Yield of Variables

ETHNICITY

Ethnicity and family type showed the greatest numbers of substantial differences.

Clusters -- **Over half of the comparisons related to scholastic performance, courses, characteristics, and self and peers yielded substantial differences related to ethnicity. The smallest percent of comparisons yielding substantial differences was in the self and school, 27%, and social behavior, 28%, clusters.**

School performance showed the most differences, 69%.

Percent of Comparisons Showing Substantial Differences
According to Ethnicity

Scholastic Performance	69%
Self and Classes	55%
Characteristic	55%
Self and Peers	50%
Views of Self	40%
Life Skill Development Activities	40%
Self and Family	38%
Future	36%
School Attended	35%
Social Behavior	28%
Self and School	27%

Areas -- **Twenty-two items showed differences in percentage responses across ethnic groups of ten percentage points or more. All of the NELS test scores (cluster: school performance) showed ten or more percentage point differences across ranges.**

Three-fourths or more of the comparisons related to courses taken (cluster: self and classes), household members (cluster: characteristics), friends' views of importance of various activities (cluster: self and peers), proficiency in reading and math (cluster: school performance), and confidence in English and Math (cluster: self and classes) showed substantial differences across ethnic groups.

Comparisons for only two areas, education about social areas such as AIDS and substance use (cluster: social behavior), and running away from home (cluster: social behavior) yielded no substantial differences. Fewer than 10% of the future occupations (cluster: future) showed differences of as much as 10% across tenth graders when grouped by ethnicity.

Areas Showing Most and Least Substantial Differences Related to Ethnicity

	Number	Percent
50% or more comparisons yielded substantial differences		
NELS test scores (Scholastic Performance)	10	100%
Courses taken (Self and Classes)	31	81%
Household members (Characteristics)	102	76%
Friends' views of importance (Life Skill Development)	8	75%
Proficiency levels (Scholastic Performance)	8	75%
Confidence in classes (Self and Classes)	16	75%
Factors affecting choice of college (Future)	24	67%
Sexual conduct (Social Behavior)	36	67%
Special programs (Self and Classes)	4	67%
Religion (Life Skill Development)	11	64%
Bad events at school (School)	8	63%
Parent's school activities (Self and Family)	10	60%
Family type (Characteristics)	5	60%
Grades (School Performance)	30	57%
Relating to own and opposite sex (Self and Peers)	16	56%
Parental monitoring (Self and Family)	16	56%
Most admired person (Self and Peers)	18	56%
Special programs (Self and Classes)	4	50%
Self concept (Views of Self)	18	50%
Reading and viewing (Life Skill Development)	6	50%
Warnings about adjustment (Self and School)	4	50%
Amount of attention by parents (Self and Family)	12	50%
10% or Fewer		
Education about social behavior (Social Behavior)	18	0%
Run away (Social Behavior)	1	0%
Occupation (Future)	28	7%

Items -- **The specific items showing greatest differences across ethnic groups dealt with language (cluster: characteristics; area: language), religious affiliation (cluster: life skill development; area: religion), and whether both parents and in particular the youngster's father was in the household (cluster: self and family; area: family type).**

Two other items, feeling good about one's self and continuing education right after high school also showed this amount of difference.

Items Showing Differences of 30 or More Percentage Points
Across Ethnic Groups

	PPD
Other language spoken at home - European American 7% to Hispanic American 82%	75
Speaks English very well - Native American 48% to African American 90%	42
Writes English very well - Native American 50% to African American 88%	38
Reads English very well - Native American 51% to African American and European American 88%	37
Understands English very well - Native American 54% to European American 90%	36
Baptist religious affiliation - Asian American 7% to African American 57%	50
Catholic religious affiliation - African American 6% to Hispanic American 54%	48
Living with both parents - African American 35% to Asian American 80%	45
Father in the household - African American 37% to Asian American 80%	43
Math test lowest quartile - Asian American 14% to Native American 53%	39
History test lowest quartile - European American 20% to Native American 56%	36
Reading test lowest quartile - European American 20% to Native American 54%	34
Total test lowest quartile - Asian American 16% to Native American 50%	34
Science test lowest quartile - European American 18% to African American 51%	33
Reading proficiency Level 2 - Native American 20% to European American 54%	34
Had taken foreign language - Native American 43% to Asian American 77%	34
Had taken Geometry - Native American 33% to Asian American 65%	32
False/mostly false: does badly in Math tests - Native American 26% to Asian American 56%	30
Strongly Agree: feel good about self - European American 30% to African American 66%	36
Education will continue right after high school - Native American 43% to Asian American 77%	34

FAMILY TYPE

Family type was the second variable where several areas showed substantial differences in how students responded.

Clusters -- **Over half of the comparisons in four clusters, scholastic performance, characteristics, self and family, and social behavior, yielded substantial differences in responses according to family types. The clusters yielding the smallest percent of substantial comparisons were self and school and school attended.**

The incongruency between the overall 31% and the finding that in one cluster the number of comparisons showing substantial differences was 75%, again is explained by the fact that the high percent of differences usually appeared in areas with fewer items and comparisons.

Percent of Comparisons Showing Substantial Differences
According to Family Type

Scholastic Performance	75%
Characteristics	55%
Self and Family	53%
Social Behavior	50%
Self and Classes	48%
Views of Self	44%
Self and Peers	40%
Life Skill Development Activities	38%
Future	32%
Self and School	25%
School Attended	18%

Areas -- **All comparisons of responses by kind of family structure showed differences of ten percentage points or more in four areas, NELS test scores (cluster: Scholastic Performance), household members (cluster: Characteristics), running away (cluster: Social Behavior), and education about social behavior (cluster: Social Behavior).**

A total of 22 areas showed differences related to family type of ten percentage points or more. Two additional areas showed differences of 75% or more, discussing school with parents (cluster: Self and School), and parental monitoring (cluster: Self and Family).

Two areas showed no differences across family types: school's characteristics (cluster: School), and occupation (cluster: Future). Two other areas which showed 10% or fewer differences were extracurricular activities available (cluster: Life Skill Development), and comparison of eighth and ninth grades (cluster: Self and School).

Areas Showing Most and Least Substantial Differences Related to Family

	Number	Percent
50% or more comparisons yielded substantial differences		
NELS test scores (Scholastic Performance)	10	100%
Household members (Characteristics)	102	100%
Run away (Social Behavior)	1	100%
Education about social behavior (Social Behavior)	18	100%
Discussing school with parents (Self and School)	14	79%
Parental monitoring (Self and Family)	16	75%
Religion (Life Skill Development)	11	73%
Current friends (Self and Peers)	10	70%
Confidence in classes (Self and Classes)	16	69%
Grades (School Performance)	30	67%
Sexual conduct (Social Behavior)	36	67%
Parent's school activities (Self and Family)	10	60%
Courses taken (Self and Classes)	31	58%
Experiences in class (Self and Classes)	40	55%
Factors affecting choice of college (Future)	24	54%
Family relationships (Self and Family)	16	54%
Who makes decisions (Self and Family)	30	53%
Friends' views of importance (Life Skill Development)	8	50%
Special programs (Self and Classes)	4	50%
Self-concept (Views of Self)	18	50%
Bad events at school (School)	8	50%
Working for pay (Life Skill Development)	20	50%
10% or Less		
School's characteristics (School)	19	0%
Occupation (Future)	28	0%
Extracurricular activities available (Life Skill Development)	18	6%
Comparison of eighth and ninth grades (Self and School)	10	10%

Items -- **Among the specific items, the ones showing greatest differences across groups by family structure dealt with the status of the male or female adults in the household (cluster: Characteristics; area: household members), other relatives in the household (cluster: Characteristics; area: household members), and whether parents got along well (cluster: self and family; area: family relationships).**

Items Showing Differences of 30 or More Percentage Points Across Family Groups

	PPD
Father in the household - mother only 9% to both parents 93%	84
Mother in the household - father and stepmother, father only 26% to both parents 96%	70
Stepfather in the household - both parents 2% to mother/stepfather 71%	69
Stepmother in the household - both parents 1% to father and stepmother 52%	51
Other relatives over 18 in the household - both parents 6% to other family 54%	48
Other relatives under 18 in the household - father and stepmother 2% to other family 48%	46
Other adult male in the household - both parents 3% to other family 45%	42
Grandparents in the household - both parents 5% to other family 41%	36
Brothers living in household - other family 23% to both parents 57%	34
True/mostly true: parents get along well - father only 29% to both parents 77%	48
False/mostly false: parents get along well - both parents 5% to father only 50%	45
Mothers expects me to graduate from college - father/stepmother 10% to both parents 47%	37
A parent got married - both parents 1% to father and stepmother 36%	35
True/mostly true: expects similar family - father only 18% to both parents 53%	35
Teacher emphasizes increasing interest in Math - father only 14% to other family 48%	34

SOCIO-ECONOMIC STATUS

Socio-economic status appeared to make a good deal of difference related to school performance, but only moderate differences in relation to most other areas.

Clusters -- **Only one of the clusters, school performance showed substantial differences in half or more of the comparisons. Fewer than 10% of the comparisons on items in the clusters school attended and social behavior showed substantial differences related to socio-economic status.**

School performance, 71%, showed over twice as many substantial differences related to socio-economic status as did the next highest cluster, characteristics, 34%. Other clusters where a fourth or more of the comparisons showed substantial differences were: self and peers, life skill development activities, and self and courses.

Percent of Comparisons Showing Substantial Differences According to Socio-economic Status

Scholastic Performance	71%
Characteristic	34%
Self and Peers	29%
Life Skill Development Activities	27%
Self and Classes	25%
Future	23%
Self and Family	22%
Views of Self	17%
Self and School	16%
School Attended	9%
Social Behavior	6%

Areas -- **Three areas showed sizeable percentages with substantial differences. NELS test scores (Scholastic Performance) yielded 100% differences. Three-fourths or more of the comparisons in the areas of discussing school with parents (Self and School), and the NELS proficiency levels (cluster: Scholastic Performance) yielded substantial differences.**

In total, half or more of the comparisons in eight areas yielded substantial differences when socio-economic status was examined. At the other extreme five areas showed no differences of ten percentage points or more when socio-economic status was examined. Those areas were: running away (cluster: Social Behavior), education about social behavior (cluster: Social Behavior), chance of things occurring (cluster: Future), school's characteristics (cluster: School), and potentially harmful substances (cluster: Social Behavior). Nine other areas showed ten percent or fewer comparisons yielding substantial differences.

Areas Showing Most and Least Substantial Differences Related to Socio-economic Status

	Number	Percent
50% or more comparisons yielded substantial differences		
NELS test scores (Scholastic Performance)	10	100%
Discussing school with parents (Self and School)	14	79%
Proficiency levels (Scholastic Performance)	8	75%
Grades (School Performance)	30	60%
Confidence in classes (Self and Classes)	16	56%
Parent's school activities (Self and Family)	10	50%
Warnings about adjustment (Self and School)	4	50%
Reading and viewing (Life Skill Development)	6	50%
10% or Fewer		
Run away (Social Behavior)	1	0%
Education about social behavior (Social Behavior)	18	0%
Chance of things occurring (Future)	20	0%
School's characteristics (School)	19	0%
Potentially harmful substances (Social Behavior)	32	0%
Beliefs about behavior (Self and School)	44	5%
Potentially disruptive events (Self and Family)	20	5%
Extracurricular activities available (Life Skill Development)	18	6%
Views of basic courses (Self and Classes)	36	6%
Occupation (Future)	28	7%
Emphasis in classes (Self and Classes)	30	7%
Reasons for going to school (Self and School)	28	7%
Comparison of eighth and ninth grades (Self and School)	10	8%
Self concept (Views of Self)	18	10%

Items -- For five items from 42% to 48% of the examinations showing substantial differences related to socio-economic status. Three of the items dealt with future education.

In addition, there were differences of 30 or more percentage points between lowest and highest socio-economic quartiles in relation to several of the tests and some of the courses that students were taking.

Items Showing Differences of 30 or More Percentage Points
Across Socio-economic Status Quartiles

	PPD
Very high chance of going to college - lowest 26% to highest SES quartile 74%	48
Taking Geometry - lowest 30% to highest 73%	43
Very sure will continue education beyond high school - lowest 40% to highest 83%	43
Education will continue right after high school - lowest 39% to highest 81%	42
Father expects me to continue my education - lowest 40% to highest 82%	42

Items Showing Differences of 30 or More Percentage Points
Across Socio-economic Status Quartiles (continued)

Reading proficiency Level 2 - lowest 29% to highest 68%	39
Total test lowest quartile - highest 9% to lowest 46%	37
Math test lowest quartile - highest 10% to lowest 46%	36
Taking a foreign language - lowest 47% to highest 82%	35
History test lowest quartile - highest 9% to lowest 44%	35
Mathematics proficiency Level 4 - lowest 6% to highest 41%	35
Mother expects me to continue my education - lowest 51% to highest 85%	34
Science test lowest quartile - highest 9% to lowest 43%	34
Mathematics proficiency Level 1 - highest 13% to lowest 47%	34
Reading test lowest quartile - highest 11% to lowest 44%	33
In College Preparing program - lowest 17% to highest 48%	31
Taking general Math - highest 16% to lowest 47%	31
It is important to live at home to attend college- lowest 41% to highest 72%	31
Participating in school activities other than sports - lowest 43% to highest 74%	31

REGION

Region showed moderate differences.

Clusters -- **Region showed moderate differences, from 17% to 31% of comparisons, in relation to clusters. The greatest percent of comparisons showing substantial differences appeared related to scholastic performance, 31%.**

Other clusters showing moderate differences included: self and peers, school attended, self and courses, characteristics, and life skill development. The smallest percents of comparisons yielding substantial differences appeared related to future and views of self.

Percent of Comparisons Showing Substantial Differences
According to Region

Scholastic Performance	31%
Self and Peers	23%
School Attended	21%
Self and Classes	21%
Characteristic	18%
Life Skill Development Activities	17%
Self and School	8%
Self and Family	4%
Social Behavior	3%
Future	2%
Views of Self	2%

Areas -- **All of the comparisons in two areas, current friends (cluster: Self and Peers), and NELS test scores (cluster: Scholastic Performance) showed substantial differences related to region. No other areas showed half or more of their comparisons with substantial differences.**

At the other extreme, 21 of the areas showed no comparisons yielding substantial differences and 11 others showed 10% or less of the comparisons yielding substantial differences.

Areas Showing Most and Least Substantial Differences Related to Region

	Number	Percent
50% or more comparisons yielded substantial differences		
Current friends (Self and Peers)	10	100%
NELS test scores (Scholastic Performance)	10	100%
10% or Fewer		
Amount of attention by parents (Self and Family)	12	0%
Further schooling (Future)	87	0%
Bad events at school (School)	8	0%
Chance of things occurring (Future)	20	0%
Confidence in classes (Self and Classes)	16	0%
Comparison of eighth and ninth grades (Self and School)	10	0%
Education about social behavior (Social Behavior)	18	0%
Family relationships (Self and Family)	16	0%
Importance in the future (Future)	26	0%
Importance of school and study (Self and School)	10	0%
Locus of control (Views of Self)	14	0%
Other students' views of tenth grader (Views of Self)	16	0%
Potentially disruptive events (Self and Family)	20	0%
Potentially harmful substances (Social Behavior)	32	0%
Reading and viewing (Life Skill Development)	6	0%
Reasons for going to school (Self and School)	28	0%
Relating to own and opposite sex (Self and Peers)	16	0%
Recognition at school (Self and School)	10	0%
Run away (Social Behavior)	1	0%
Special programs (Self and Classes)	4	0%
Views of school quality (School)	30	0%
Emphasis in classes (Self and Classes)	30	3%
Occupation (Future)	28	4%
Leisure activities (Life Skill Development)	40	5%
Household members (Characteristics)	17	6%
Most admired person (Self and Peers)	18	6%
Parental monitoring (Self and Family)	16	6%
Self concept (Views of Self)	18	6%
Participation in extracurricular activities (Life Skill Development)	23	9%
Experiences in class (Self and Classes)	40	10%
Grades (School Performance)	30	10%
Parent's school activities (Self and Family)	10	10%

Items -- **Almost no large differences appeared across regions. Only two items, no study halls (cluster: Self and school; area, Homework and studying) and Baptist religious affiliation (cluster: Life Skills Development; area: Religion) showed a difference of 30 or more percentage points when region was examined.**

Most items showed differences of 10 or fewer percentage points.

Items Showing Differences of 30 or More Percentage Points
Across Regions

	PPD
No study halls in a typical day - Northeast 49% to West 81%	32
Baptist religious affiliation - Northeast 10% to South 42%	32

SEX OF STUDENTS

Boys and girls showed very little difference in the way they responded to most items.

Clusters -- **Only comparisons in two clusters, life skill development activities and views of self, yielded 10 percent or more substantial differences when sex of student was examined. The lowest percent, 2%, appeared for school attended.**

The low percentages of comparisons yielding differences in clusters such as scholastic performance, peer relationship, social behavior, and views of the future is important.

Percent of Comparisons Showing Substantial Differences
According to Sex of Student

Life Skill Development Activities	17%
Views of Self	10%
Characteristic	8%
Self and Family	8%
Self and Classes	7%
Self and School	7%
Scholastic Performance	6%
Self and Peers	6%
Social Behavior	6%
Future	5%
School Attended	2%

Areas -- **Only one area, beliefs about sexual conduct (cluster: Social Behavior), showed 50% or more of the comparisons yielding substantial differences and for that cluster only half showed such differences.**

At the other extreme, 25 areas showed no substantial differences and another 13 areas showed ten percent or fewer of the comparisons yielding such differences.

Areas Showing Most and Least Substantial Differences Related to Sex of Student

	Number	Percent
50% or more comparisons yielded substantial differences		
Sexual conduct (Social Behavior)	36	50%
10% or Fewer		
Chance of things occurring (Future)	20	0%
Comparison of eighth and ninth grades (Self and School)	10	0%
Current friends (Self and Peers)	10	0%
Discussing school with parents (Self and School)	14	0%
Education about social behavior (Social Behavior)	18	0%
Emphasis in classes (Self and Classes)	30	0%
Experiences in class (Self and Classes)	40	0%
Extracurricular activities available (Life Skill Development)	18	0%
Household members (Characteristics)	17	0%
Importance in the future (Future)	26	0%
Language (Characteristics)	16	0%
Locus of control (Views of Self)	14	0%
Potentially disruptive events (Self and Family)	20	0%
Potentially harmful substances (Social Behavior)	32	0%
Proficiency levels (Scholastic Performance)	8	0%
Reading and viewing (Life Skill Development)	6	0%
Reasons for going to school (Self and School)	28	0%
Recognition at school (Self and School)	10	0%

Areas Showing Most and Least Substantial Differences Related to Sex of Student (continued)

10% or Fewer	Number	Percent
Religion (Life Skill Development)	11	0%
Run away (Social Behavior)	1	0%
School program (Self and Classes)	6	0%
School's characteristics (School)	19	0%
Special programs (Self and Classes)	4	0%
Views of school quality (School)	30	0%
Warnings about adjustment (Self and School)	4	0%
Occupation (Future)	28	4%
Family relationships (Self and Family)	16	4%
Further schooling (Future)	87	5%
Actual behavior (Self and School)	41	5%
Views of basic courses (Self and Classes)	36	6%
Parental monitoring (Self and Family)	16	6%
Grades (School Performance)	30	7%
Friends' views of importance (Life Skill Development)	4	8%
Factors affecting choice of college (Future)	24	8%
Homework (Self and School)	12	8%
Parent's school activities (Self and Family)	10	10%
Discussing school with parents (Self and School)	14	10%
NELS test scores (Scholastic Performance)	10	10%

Items -- **There were few large differences between boys and girls. None as great as 40 percentage points difference appeared. Only two, taking shop courses (cluster: School; area: classes) and making decisions about who to date (cluster: Family; area: decision making), of the more than a thousand tests, showed differences of 30 percentage points or more.**

Many items did not show a difference of ten percentage points.

Items Showing Differences of 30 or More Percentage Points Across Sex of Students

	PPD
Only tenth grader decides who to date - Girls 39; boys 72%	33
Taking shop courses - Girls 10%; boys 40%	30

URBANICITY

The extent of urbanicity of the school and student's location only appeared to affect the school attended.

Clusters -- **About a fourth of the comparisons for school attended showed substantial differences. Most other clusters yielded 5% or fewer comparisons showing substantial differences.**

However, even though it was the cluster showing the most substantial differences, only slightly more than a fourth, 26%, of the comparisons of responses related to school attended showed substantial differences. None of the comparisons related to views of self or self and peers showed substantial differences.

Percent of Comparisons Showing Substantial Differences According to Urbanicity

School Attended	26%
Life Skill Development Activities	10%
Social Behavior	9%
Characteristic	5%
Self and Classes	5%
Self and Family	3%
Self and School	3%
Scholastic Performance	2%
Future	1%
Views of Self	0%
Self and Peers	0%

Areas -- Only comparisons in one area, school's characteristics (cluster: School), yielded more than half showing substantial differences. At the other extreme, 33 areas showed no substantial differences and 13 others showed substantial differences in ten percent or fewer of the comparisons.

Over three-fourths of the items related to the characteristics of the school showed substantial differences across urbanicity groups.

Areas Showing Most and Least Substantial Differences Related to Urbanicity

	Number	Percent
50% or more comparisons yielded substantial differences		
School's characteristics (School)	19	79%
10% or Fewer		
Bad events at school (School)	8	0%
Beliefs about behavior (Self and School)	44	0%
Chance of things occurring (Future)	20	0%
Comparison of eighth and ninth grades (Self and School)	10	0%
Confidence in classes (Self and Classes)	16	0%
Current friends (Self and Peers)	10	0%
Education about social behavior (Social Behavior)	18	0%
Emphasis in classes (Self and Classes)	30	0%
Experiences in class (Self and Classes)	40	0%
Factors affecting choice of college (Future)	24	0%
Family relationships (Self and Family)	16	0%
Family type (Characteristics)	5	0%
Friends' views of importance (Life Skill Development)	4	0%
Importance in the future (Future)	26	0%
Importance of school and study (Self and School)	10	0%
Locus of control (Views of Self)	14	0%
Most admired person (Self and Peers)	18	0%
NELS test scores (Scholastic Performance)	10	0%
Other students' views of tenth grader (Views of Self)	16	0%
Parental monitoring (Self and Family)	16	0%
Potentially disruptive events (Self and Family)	20	0%
Potentially harmful substances (Social Behavior)	32	0%
Proficiency levels (Scholastic Performance)	8	0%
Reading and viewing (Life Skill Development)	6	0%
Recognition at school (Self and School)	10	0%
Relating to own and opposite sex (Self and Peers)	16	0%

Areas Showing Most and Least Substantial Differences Related to Urbanicity (continued)

Religion (Life Skill Development)	11	0%
Run away (Social Behavior)	1	0%
School program (Self and Classes)	6	0%
Self-concept (Views of Self)	18	0%
Sexual conduct (Social Behavior)	36	0%
Special programs (Self and Classes)	4	0%
Views of school quality (School)	30	0%
Warnings about adjustment (Self and School)	4	0%
Who makes decisions (Self and Family)	30	0%
Further schooling (Future)	87	2%
Grades (School Performance)	30	3%
Views of basic courses (Self and Classes)	36	3%
Leisure activities (Life Skill Development)	40	3%
Occupation (Future)	28	4%
Reasons for going to school (Self and School)	28	4%
Working for pay (Life Skill Development)	20	5%
Household members (Characteristics)	17	6%
Language (Characteristics)	16	6%
Actual behavior (Self and School)	41	7%
Discussing school with parents (Self and School)	14	7%
Amount of attention by parents (Self and Family)	12	8%
Homework (Self and School)	12	8%

Items -- Few of the comparisons showed large percentage differences. Two of the three that showed a difference of more than thirty percentage points were in regard to availability of sports, soccer and swim team, (cluster: Life Skill Development; area: school extracurricular).

The third area that showed this amount of difference was the lowest tenth grade enrollment category.

Items Showing Differences of 30 or More Percentage Points Across Urbanicity Groupings

	PPD
Soccer not available at school - Urban 13% to rural 51%	38
Swim team not available at school - Urban 26% to rural 63%	37
10th grade enrollment of 1 to 99 - Urban 10% to rural 47%	37

Additional information summarizing the influence of the six variables summarized by clusters, areas, and specific items have been given in the introduction to each sub-section in this section of the report.

4-H

4-H participation was included as one of the variables because part of the funding for this study came through 4-H. The eighth grade respondents were divided into four groups according to how they and their parents had responded to questions about youth group participation.

Nevers - the eighth grader did not say they belonged in the eighth grade and parents did not indicate that the eighth grader had ever belonged to 4-H

Leavers - the parent said the youngster had been in 4-H at some time but the eighth grader did not say they presently were in 4-H

Stayers - the parent said the youngster was or had been in 4-H; the eighth grader said they were in 4-H that year.

Joiners - the parent did not say the youngster had ever been in 4-H but the youngster said they were currently in 4-H.

Most of the differences in the eighth grade analysis were between one other group and the joiners who seemed to be unusual in relation to other characteristics. Few differences appeared between the nevers and those who left or stayed in 4-H. However, the NELS:88 survey did not include information in terms of the extensiveness or intensiveness of the 4-H experience. Other research indicated that there is considerable variation in the number of years and the intensiveness of 4-H participation.

In total, 14% of the tenth grade analyses showed substantial differences in the range across the four groups. However, joiners were at the extreme of the range in all except 8 of those analyses.

Clusters - **Scholastic performance showed the most substantial differences, 31%, followed by self and family, 24% and self and peers, 23%. Views of self, future, self and school, and school attended showed the least substantial differences.**

Four clusters, self and courses, characteristics, social behavior, and life skill development activities showed moderate differences.

Percent of Comparisons Showing Substantial Differences
According to 4-H Participation

Scholastic Performance	31%
Self and Family	24%
Self and Peers	23%
Self and Courses	17%
Characteristic	16%
Social Behavior	16%
Life Skill Development Activities	15%
School Attended	9%
Self and School	9%
Future	9%
Views of Self	8%

Areas-- **Only two areas, both of which were parts of the NELS study tests showed substantial differences in half or more of the items. Twenty areas showed differences in fewer than 10% of the items within the area.**

The areas showing the fewest substantial differences were spread throughout the clusters.

Areas Showing Most and Least Substantial Differences Related to 4-H

	Number	Percent
50% or more comparisons yielded substantial differences		
NELS test scores (Scholastic Performance)	10	100%
Proficiency levels (Scholastic Performance)	8	63%
Fewer than 10%		
Special programs (Self and Classes)	4	0%
Friends' views of importance (Life Skill Development)	8	0%
Reasons for going to school (Self and School)	28	0%
Locus of control (Views of Self)	14	0%
Family type (Characteristics)	5	0%
Reading and viewing (Life Skill Development)	6	0%
Grades (School Performance)	30	0%
Run away (Social Behavior)	1	0%
School program (Self and Classes)	6	0%

Areas Showing Most and Least Substantial Differences Related to 4-H (continued)

Beliefs about behavior (Self and School)	44	2%
Views of school quality (School)	30	3%
Views of basic courses (Self and Classes)	36	3%
Occupation (Future)	28	4%
Further schooling (Future)	87	5%
Household members (Characteristics)	17	6%
Confidence in classes (Self and Classes)	16	6%
Discussing school with parents (Self and School)	14	7%
Factors affecting choice of college (Future)	24	8%
Importance in the future (Future)	26	8%
Potentially harmful substances (Social Behavior)	32	9%
Potentially disruptive events (Self and Family)	20	10%
Actual behavior (Self and School)	41	10%
Emphasis in classes (Self and Classes)	30	10%
Working for pay (Life Skill Development)	20	10%
Recognition at school (Self and School)	10	10%

Items– Only one specific item, reading level, showed a difference of 30 or more percentage points.

In general, those who had left 4-H before the eighth grade showed somewhat higher test performance levels than did others. The new joiners tended to show the lowest percentages with good performance.

Items Showing Differences of 30 or More Percentage Points
Across Urbanicity Groupings

Level 2 Level of Reading Proficiency - Joiners 21% to leavers 56%	35

4-H Differences– The seven items where a difference of 10 or more percentage points appeared between those who never had been in 4-H and those who had stayed in 4-H included two items on availability of extracurricular activities (soccer and hobby clubs), three on participation (non sport extracurricular, and FFA, FHA, FTA, non school group or recreation) one on kind of work and one on religious affiliation.

The other item, no school study halls, showed a range of 10 points between stayers and leavers.

Items Which Showed a Difference Not Involving Joiners

Soccer not available at school, nevers 21% to stayers 44%	23
Taking part in extracurricular other than sports, nevers 56% to stayers 78%	22
FTA, FHA, or FFA participation, nevers 10% to stayers 28%	18
Hobby club not available, nevers 15% to stayers 32%	17
Work on a farm, nevers 3% to stayers 17%	14
Catholic religious affiliation, stayers 15% to nevers 27%	12
Rarely take part in youth group or recreation program, stayers 53% to nevers 63%	10
No study halls in a typical day, stayers 57% to leavers 67%	10

Discussion:

The major conclusions from this analysis relate to the lack of variation among tenth graders as a whole when standard demographic variables were examined and the amount of individual variation within each of the subgroups. The findings indicate that each tenth grader must be understood as an individual within his or her own life space without regard for ethnicity, socio-economic status, family type, gender, or place of residence or prior youth program participation.